# DOCUMENT RESUME

ED 365 339 IR 054 793

| | |
|---|---|
| AUTHOR | Cornish, Graham P. |
| TITLE | Training Modules for Interlibrary Lending and Document Supply. |
| INSTITUTION | United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.; United Nations Intergovernmental System of Information in Science and Technology. |
| REPORT NO | PGI-91/WS/7 |
| PUB DATE | Jul 91 |
| NOTE | 147p. |
| AVAILABLE FROM | Division of the General Information Programme, Unesco, 7, place de Fontenoy, 75700 Paris, France. |
| PUB TYPE | Reports - Evaluative/Feasibility (142) -- Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | College Curriculum; *Course Content; Departments; Foreign Countries; Higher Education; *Interlibrary Loans; *Lesson Plans; Library Associations; Library Cooperation; Library Education; *Library Schools; Library Services; *School Surveys; *Shared Library Resources; Training; Units of Study |
| IDENTIFIERS | *Document Supply; UNESCO |

ABSTRACT

The training of library staff in interlending and document supply, an area often overlooked in library education and training programs, is explored, beginning with a survey of library associations and a range of schools and departments of library and information science. Responses from approximately 20 associations and 103 schools form a basis for examining existing training programs and activities worldwide. The problems of interlending are discussed; and the objectives, structure, and content of appropriate training modules are outlined. The modules are suggested to provide a sketch of the essential elements in training for interlending at all levels, but are not meant to be a total package for training. A discussion of the practical aspects of interlending and document supply contains seven examples of references that can cause problems for the interlending librarian. An appendix contains some internationally agreed-on codes of practice and procedures in international lending. (Contains 96 references.) (SLD)

***********************************************************************
*    Reproductions supplied by EDRS are the best that can be made    *
*                    from the original document.                     *
***********************************************************************

ED 365 339

PGI-91/WS/7 IR

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

# Training modules for interlibrary lending and document supply

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
C. Coudert-Schklowski
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

General Information Programme and UNISIST

United Nations Educational,
Scientific and Cultural Organization

Paris, 1991

IR054943

BEST COPY AVAILABLE

Original : English

PGI-91/WS/7
Paris, July 1991

# TRAINING MODULES FOR INTERLIBRARY LENDING AND DOCUMENT SUPPLY

Prepared by

Graham P. Cornish

General Information Programme and UNISIST

United Nations Educational,
Scientific and Cultural Organization

Recommended catalogue entry:

Cornish, Graham P.
Training modules for interlibrary lending and document supply / prepared by Graham P. Cornish / [for the] General Information Programme and UNISIST. - Paris : UNESCO, 1991. - ii, 136 p.; 30 cm. - (PGI-91/WS/7)

I Training modules for interlibrary lending and document supply

II UNESCO. General Information Programme and UNISIST

© UNESCO, 1991

# PREFACE

This document has been prepared by Graham P. Cornish, under contract with the International Federation of Library Associations and Institutions (IFLA). It deals with the training of library staff in interlending and document supply, an activity which is largely overlooked in library education and training programmes.

A questionnaire sent to all library associations and a wide range of schools and departments of library and information science worldwide is used as a basis for examining existing training programmes and activities in this area. The problems of interlending are discussed and the objectives, structure and content of appropriate training modules outlined. The modules are designed to provide a sketch of the essential elements in training for interlending at all levels. They are not intended to provide the total work package for any training which must be determined by local circumstances and needs.

The designations employed and the presentation of the material throughout this document do not imply the expression of any opinion whatsoever on the part of UNESCO.

Readers are invited to send comments, suggestions or requests for additional copies to the Division of the General Information Programme, UNESCO, 7 Place de Fontenoy, 75700 PARIS, France.

## CONTENTS

Page

Introduction

CHAPTER ONE

Training for interlending 1

CHAPTER TWO

Existing training opportunities 9

CHAPTER THREE

Problems of interlending 20

Appendix 37

CHAPTER FOUR

Aims, objectives and outline modules 40

CHAPTER FIVE

Structure and content of modules 50

CHAPTER SIX

Practical aspects of interlending 90

Appendix 105

Bibliography 125

List of acronyms and abbreviations 136

## CHAPTER ONE

## TRAINING FOR INTERLENDING

### General problems of training

Training people to do anything is not an easy task. It requires from the trainee a willingness, ability and motivation. The trainer requires capability, knowledge, communication skills, motivation and materials. Without these elements any attempts to carry out training programmes are unlikely to succeed.

Training newcomers to a task or profession requires very different skills from training those already working in a field or discipline. It can reasonably be assumed that the newcomer is uninitiated into any aspect of the work in which they are to be trained whereas the person already established in a profession may have a basic knowledge of the task in which they are to be trained and also bring with them to the training certain assumptions and expectations. Such persons will also expect from the trainer a certain level of general competence in the field within which the training is to take place. The trainee and the trainer may well be professional equals or, in some cases where specialist training is being undertaken, the trainer may be professionally lower down the scale than the trainee, requiring certain sensitivities on both sides. Such "in-service" training presents particular problems, some of which will emerge as of particular importance when constructing training programmes for interlending and document supply.

### Training for specific skills

Librarianship and information service is a complex and growing subject with many branches and an increasing range of activities which are not considered "core" to library operations as such. Although many professional librarians have undergone good training programmes in Schools of Library and Information Science, nevertheless there are always many areas where instruction is limited or non-existent. Many skills have to be learned "on the job" or in training seminars after a person has become professionally qualified. The time when a degree or diploma in library science could be considered as sufficient to equip any person for the skills necessary for all aspects of professional work has long since gone. Unfortunately there is still a residual attitude that any who is professionally qualified and needs to attend training courses must be in some way "deficient".

Fortunately librarianship is not the only profession in which the need for continued in-service training is seen as essential; most professions now run such courses in some guise or another. Such terms as "Continuing Education" or "Continued Professional Development" are used to mask the reality that nobody can know everything and everyone needs to learn more!

## The need for practical training and development

Although the general concepts of librarianship can be learned in theoretical situations and the philosophy behind professional practice can be understood from the textbook and debate, librarianship and information work is essentially about two basic components - information and people. The skills and techniques required to bring these together in a meaningful interaction can only be acquired in real-life situations. The provision of a comprehensive range of services with sophisticated use of high-technology equipment and access to large collections may seem an ideal to which every professional-qualified librarian should aspire but unless these services, techniques and collections meet the needs of the clientele of any given library or area they are worse than useless and only serve to demonstrate the irrelevance of such professional training to the public at large. Interpersonal skills in nearly every aspect of librarianship are essential as the provision of information *in vacuo* is an irrelevance too often levelled at the profession as a whole. Services should be tailored to the actual or potential needs of clients and part of the professionalism is to forecast and predict what those needs might be in any given circumstance. In this way such services as are needed can be ready and available immediately rather than developed after the need has become apparent. These skills need to be developed through training and continuous dialogue with other professionals, not only in librarianship but in other disciplines as well to ensure as comprehensive picture of the clientele as possible and also a wide view of professional developments locally, nationally and internationally.

Information is an international commodity and knows no boundaries in political or geographical terms. Therefore anyone involved in its provision or exploitation must be aware of the international dimension of their work. Although training for specific skills may well appear local in character, in effect it is training for the total information provision of which each separate development is a part.

What has been written so far may be seen merely as a short treatise on the problems of training and of little relevance to the issues of training for interlending and document supply. Part of this report will demonstrate that many of the broad general issues outlined above are of particular relevance to interlibrary loan and document supply and will be highlighted during the report as being of particular importance and significance.

## Problems of training for interlending and document supply

Although this report is concerned with any transaction the aim of which is to make a document held by a library or similar institution in one place available to a client in another place, whether by transmission of the physical document or a surrogate copy in the form of photocopy, microform or electronic text, the term "interlibrary" will be used for brevity although it should at all times be taken to include "document supply" as well.

Training staff (and clients) to make effective use of interlending as a mechanism for obtaining documents presents a number of problems which must be understood in the design of any programme of training in this area of library work. It is not claimed that the problems are any worse than those encountered in any other branch of the profession but rather that they are not always properly understood and therefore not dealt with adequately, if at all, at professional and para-professional level.

### 1. Importance of interlending

It must be acknowledged that when interlending is seen as part of the total circulation figures of any library or library system, it is often a very small percentage. This will vary from one type of library to another and also depend on levels of library development, economic factors, geography and politics but it has been estimated that interlending accounts for no more than 3% of circulation figures in a large public library system. In a small industrial or commercial library it may well account for 50-60% of circulation figures. Therefore interlending is seen as either a very small part of the total work of a large system or a large part of a very small system: either way it can be viewed as of limited overall importance. Few librarians would dismiss it as unnecessary, especially as it is a pillar of the IFLA concept of Universal Availability of Publications (UAP) but it is often seen more as something which is possible but rarely necessary in many systems.

Interlending is a rapidly growing activity and involves not only libraries but document supply centres and commercial organisations. It has increasing links with online databases and electronic publishing. As libraries continue to rationalise their collection development policies and funds become less readily available it is more and more likely that libraries will come to rely on each other and the use of interlending will grow.

However, in the present climate interlending is still seen as minor activity to which a limited segment of resources is devoted. This creates problems for training in interlending. Because the activity is seen as minor, there is relatively little attention paid to it and staffing is often inadequate. The activity is considered marginal and not worth the expenditure of large resources for its improvement.

## 2. Financing interlending

Interlending is not considered a core activity and is therefore considerably under funded. When taken in proportion to the cost of servicing a loan from a collection the cost of an interlending transaction can be seen as very high as libraries invariably exclude the cost of acquisition when making such calculations for their own collections. It has been demonstrated that very few libraries even have a separate budget for interlending purposes. Very often the costs of interlending are hidden within the budget for some other activity such as acquisition or reference services. Whilst this can be beneficial because it hides the cost altogether it can also cause problems because interlending is marginalised within the activity which masks its costs and will therefore be the first activity to be curtailed in any economic cut-backs. In this situation it is difficult to allocate funding for interlending training because there is no actual interlending budget. At the same time, where interlending has a separate budget this is limited to actually paying for the necessities of the operation including such routine items as communications, costs, packaging and stationery as well as salaries, so that any training as such immediately becomes a major item in a comparatively small budget.

## 3. Personnel for interlending

Even if an activity is seen as important, if it is also perceived as being marginal, then the staffing allocated to it will suffer accordingly. Statistics show that even in countries where interlending is well developed and seen as an important contribution to information supply, staffing is low in relation to the number of requests dealt with when measured against the amount of work necessary for each request. Staffing is often on a part-time basis, staff being expected to perform other, frequently quite separate, duties although there are often links with reference services. As much of the work in interlending is considered routine and/or non-library in content, it is often staffed by junior library staff with limited professional skills and motivation. Clearly this is reflected in attitudes to training for interlending. If the activity is seen as low-level and only semi-professional and not worth proper full-time staff then there will be little interest in developing the area with proper training facilities.

## 4. Supply/demand - the two views

Interlending is clearly something in which there are two partners - the requestor and the supplier. Interlending can therefore be seen differently depending on which end of the transaction a library primarily finds itself. Generally speaking more libraries make requests than receive them, in other words the demand is generated by a large number of libraries who send their requests to comparatively few other libraries. This has a two-sided effect on attitudes to interlending. Those libraries which make more requests than they receive will regard it as quite useful although, as already discussed, a fairly small part of their activities. This must not be over-stated as there are an increasing number of libraries which make quite large numbers of interlibrary loan requests and this percentage is growing as electronic communications improve and better access is provided to lists of holdings in other libraries. Even so, interlending will have a low profile and receive relatively little attention. On the other hand, supplying libraries will probably receive quite large numbers of requests. If this is viewed positively as a contribution to the national/international library network then a fairly high profile may be given to interlending and staffing and training will receive proper attention. However, in those libraries where there is no incentive, such as payment for work done on interlending, and no legal obligation to provide a service, then once again interlending will receive few resources. It will most often be seen as a burden and something which impedes services to clients of the supplying library. In this case any attempts at training will be seen in a negative sense as they will further consume resources and staff time which could more usefully be spent elsewhere. Only in those libraries which adopt a positive approach to interlending, either because they are primarily document supply services (such as British Library Document Supply Centre (DSC) or INIST), or because they have developed interlending to such an extent that it is a major (and probably revenue-earning) element of their services, will proper attention be paid to training.

## 5. Inter- and intra-library relations

Interlending is an interactive library operation both between libraries and also between different sections of a library and the library and its clients. These elements are actually encountered in reverse order when interlending processes are undertaken.

Before an interlending request is generated it is necessary to elicit from the client exact information about the document required, in so far as the client is able to supply it. Other information such as urgency, specificity of the request and what steps have already been taken to locate the document within the library. In large libraries some of this work will be undertaken by other staff than those working in interlending but in smaller institutions all these actions will be undertaken by the same person. This part of the operation requires interpersonal skills as well as considerable bibliographic skills and a working knowledge of the client's own library.

In addition, requests may be received through professional colleagues in other parts of the library and the ability to relate to and work with colleagues in other areas is essential. Such skills may be part of a general staff training course but it is often not appreciated that these skills are of particular relevance to interlending staff.

Once a request has been accepted the use of standard bibliographic skills is essential for verification purposes and these should be common to most library staff. However, the whole transmission of the request requires a variety of skills to ensure an effective interlending request. An extensive knowledge of other libraries in the region/country is essential together with a working knowledge of their collections and practices. In addition a good understanding of the necessary catalogues (card, online) is essential. Most of this information will not be required by other staff in a large library and its importance for an efficient interlending system is often not appreciated.

Interlending is a mechanism which relies not only on formal agreements and procedures but also on personalities and a spirit of cooperation. Therefore many of the interpersonal skills mentioned in intra-library relations also apply to interlibrary cooperation as well. Particular requirements are for skill in distance communications and establishment of personal relationships. These are rarely appreciated by colleagues in the library environment.

## 6. Non-library skills

There are few library activities which rely so heavily on "non-library" skills. Interlending cannot function adequately without good communications, careful handling of materials which do not belong to the borrowing library and some knowledge of legal requirements. Such practical matters as postal, courier and dedicated transport systems, messaging systems (telephone, telex, fax, electronic mail) the necessities required for preservation of documents and their protection in different environments are essential. Some understanding of copyright, importation and customs restrictions makes international work much easier. All these matters are outside normal library experience and therefore require specific training, whether in courses or "on the job". They are not skills taught in normal library courses either within library schools or during in-service training.

## 7. The international dimension

Interlending is a worldwide activity. Although the majority of requests from any one library will be bypassed to, or received from other libraries within the same country, still a significant number of requests are sent abroad, either by the library direct or through a national centre. This requires particular knowledge once again, firstly of the international system generally and also of the internationally-agreed protocols which exist. Such information as which document can be applied for abroad, which formats may be available and the capability of any one country to fulfil its obligations under the Universal Availability of Publications Programme to supply its own publications, is all vital to a successful application. All the skills noted under "inter and intra-library relations" are required in international interlending. Some working knowledge of relevant language is also beneficial although the range of languages may vary from one country to another depending on the inter-relationships for interlending purposes. As major suppliers of documents tend to be in Anglophone or Francophone countries, a working knowledge of these two languages would seem necessary. Although some libraries do provide training in language skills, these are comparatively unusual and are often assumed to be possessed by library professionals, which may not be the case.

## Summary

Interlending is a complex operation which requires a range of skills some of which are not found within the usual library training programme, either within the library school curriculum or during in-service training. Because of the apparently peripheral nature of these skills they are counted as of little importance within a library, if their requirements are perceived at all. In smaller libraries most of these particular skills will be acquired through a process of self-instruction or trial and error.

Because of the diverse nature of the skills and information required it is difficult to devise specific training programmes but the provision of guidelines to indicate which skills are required and need to be taught is entirely possible and it is the aim of this report to provide a structure which contains examples of how this can be achieved.

## CHAPTER TWO

## EXISTING TRAINING OPPORTUNITIES

This topic was the subject of a questionnaire which was sent to all library associations and a wide range of schools or departments of librarianship or information science throughout the world, in both developed and developing countries. Analysis of the questionnaires returned showed that although the topic is considered important it is rarely taught as a separate activity and often ignored completely. Many courses include interlending as part of a broader topic such as cooperation, electronic communications or cataloguing practices. The topic is no more often taught in countries with good interlending systems than in those where the need for such systems is acute. The chapter will draw conclusions about level of importance, type of institution where teaching is offered, proportion of time, need and different patterns according to geographical location and state of interlending in that country or region.

### Training for interlending by Library Associations

One of the functions of a professional library association is Continuing Professional Education in one form or another. Such training varies in level and degree of intensity and can, and should, cover a wide range of subjects according to the needs of the members.

Library Associations were identified from the IFLA Handbook and asked to respond to a short questionnaire which tried to find out if they offered any form of training for interlending and document supply. If they did they were asked to indicate whether or not they taught interlending as a separate subject or part of another topic; the frequency and length of such training; the areas of interlending which they included in training and the relative importance of the various aspects taught. Information was also sought from those associations which do not offer training in interlending especially the reason for not offering such training, whether it has been offered in the past and why it is no longer provided. Associations were also asked whether a training seminar on interlending would be useful and if they were prepared to help organise such a seminar. Finally, information was sought about other organisations which did provide training in this area.

Only four library associations said that they provided training specifically for interlending in any form. In Finland a one-day seminar is provided occasionally and in Denmark a course of similar length is provided about every six months. The New Zealand Association provides 2-3 hours of training each year in some six different locations. No other library association reported offering training which dealt only with this area.

Rather more associations include interlending in courses which deal with other topics in which interlending is mentioned as one aspect of that topic. The questionnaire offered a variety of topics within which interlending might be taught with scope for adding others if necessary. No library association offered any alternative topic. The answers to this question can be broken down as follows:

| | |
|---|---|
| Networking | 5 |
| Library cooperation | 4 |
| Library management | 4 |
| Automation | 3 |
| Library administration | 1 |

As might be expected this topic is seen as part of both library association and networking as, indeed, it is, but fewer associations saw the link between interlending and automation or between interlending and either the management or administration of libraries.

The geographical spread of library associations offering training in interlending is quite interesting. Several associations in countries where interlending is considered of small importance actually attach considerable significance to it and offer training. The spread of associations is given below:

| | |
|---|---|
| Europe | 6 |
| Africa | 3 |
| Asia | 1 |
| Latin America | 1 |
| Australasia | 1 |

Those associations offering training in interlending were asked to identify the aspects of interlending which they considered most important in training. They were also asked to indicate which aspects they actually taught. It is interesting to note the mis-match between what is considered important and what is actually taught. This seems to show that in some cases the course content is dictated by factors outside the tutor's control as aspects are sometimes included which are considered of little importance whereas other library associations seem to omit matters they consider very relevant. The breakdown of aspects taught and whether they are considered important is given below. Numbers do not represent actual associations but the answers received for each aspect. Many associations gave multiple replies, as might be expected. Neither do the figures in each column necessarily represent the views of the same library association. For example, 3 library associations teach management but only one thought it really important. The other two who thought it important did not actually teach this aspect.

| | Taught | Considered important |
|---|---|---|
| Management | 3 | 3 |
| Policies | 4 | 5 |
| User education | 3 | 2 |
| Legal aspects | 2 | 2 |
| Finance | 1 | 1 |
| Union catalogues | 7 | 4 |
| Knowledge of collections | 6 | 4 |
| Basic Routines | 6 | 4 |

Overall most library associations seem to be giving instruction in aspects some of which they do not think are really important at all. The mismatch on union catalogues and basic routines is particularly interesting. The reasons for this are not known but could include the feeling that Continuing Professional Education should deal more with policies and decisions than basic matters such as how to process a request or use a union catalogue.

The majority of Library Associations do not include interlending in their Continuing Professional Education programmes, even as part of some other aspect of professional training. Associations were asked to indicate if they had offered training in the past: only 4 said that they had. Of these 4 one indicated that the last course offered was in 1982 but the other 3 gave no information on the last time they offered a course. One association said that training had been discontinued because there was no need for it and one indicated that the topic had been deleted because limited resources made demands on other topics which were considered more important. Four associations said that they have plans to re-introduce interlending into their training schedules at some point but gave no indication of when or in what form. Hopes and plans are often intermixed and it is difficult to say if these associations have a real commitment to introducing interlending into their programmes or whether it is pious hope. One association remarked that it was a topic which they had never considered but would do so now they have been given the idea!

Associations where asked to indicate why they did not include interlending in their programme of training. Four possibilities were offered: no need; not important; lack of materials for teaching the topic; lack of skill in teaching the topic. The replies can be analysed as follows:

| | |
|---|---|
| No need | 7 |
| Lack of skills | 6 |
| Lack of materials | 5 |
| Not important | 1 |

Generally the lack of need can be attributed to the fact that this is a topic offered by other organisations within the country concerned or that interlending is of such a straightforward nature that it is felt that no training is needed. This latter view is over-simplistic and, where held, needs to be enlightened. Many library associations felt that they could not offer training in interlending because they lacked either the skill or the materials. The existence of the IFLA Office for International Lending makes both of these reasons less acceptable as that office has both the skills and materials to offer training facilities.

Bearing in mind these resources, associations were asked if they felt that a national seminar on interlending would be useful for their country. In all, 10 associations felt that such a seminar would be worthwhile although one country indicated that if the seminar was purely for national interlending this would not be useful. However, a seminar on the problems of international interlending was seen as valuable. Of the 10 who felt a seminar would be worthwhile, 8 said they would be prepared to help organise such an event: only 2 said they would not be willing to do this. Interestingly, four associations indicated they did not feel a seminar would be worthwhile, in USA, Mexico, Japan and Germany. However, in Japan another association did feel that such a seminar would be worthwhile.

Overall few professional library associations contribute to training for interlending purposes and those who do combine it with other topics or provide seminars on an irregular basis or of limited duration.

## Training by Library Schools

Schools of librarianship and similar institutions were identified from International Guide to Library Science Education edited by Josephine Riss Fang and Paul Nauta and published by IFLA in 1985. Although this publication is rather old it is the most comprehensive directory available in an easily-used format. Library Schools were asked to respond to a short questionnaire, very similar to that sent to Library associations which tried to find out if they offered interlending and document supply as part of their curriculum. Once again, if they did they were asked to indicate whether or not they taught interlending as a separate subject or part of another topic; the frequency and length of such teaching; the areas of interlending which they included in the curriculum and the relative importance of the various aspects taught. Information was also sought from those library schools which do not offer interlending as a topic, as it was from the library associations, about the particular reason for not offering this topic, whether it has been offered in the past and why it is no longer provided. Library schools were also asked the same questions about whether a training seminar on interlending would be useful and if they were prepared to help organise such a seminar. Again, information was sought about other organisations which did provide teaching or training in this area.

Some 250 library schools were sent questionnaires and 103 replied (41.2%). Considering the timescale of the study (begun in June and finished in November) this response rate is quite good as many library schools will have been closed for most of this period for the summer. Of the 103 replies, 76 (73.7%) indicated that they included interlending and document supply as part of their curriculum. Of the 76 who include interlending only 9 teach this as a separate subject. As with library associations, the geographical scatter of these is interesting as in some cases more than one library school in a country teaches interlending as a separate topic:

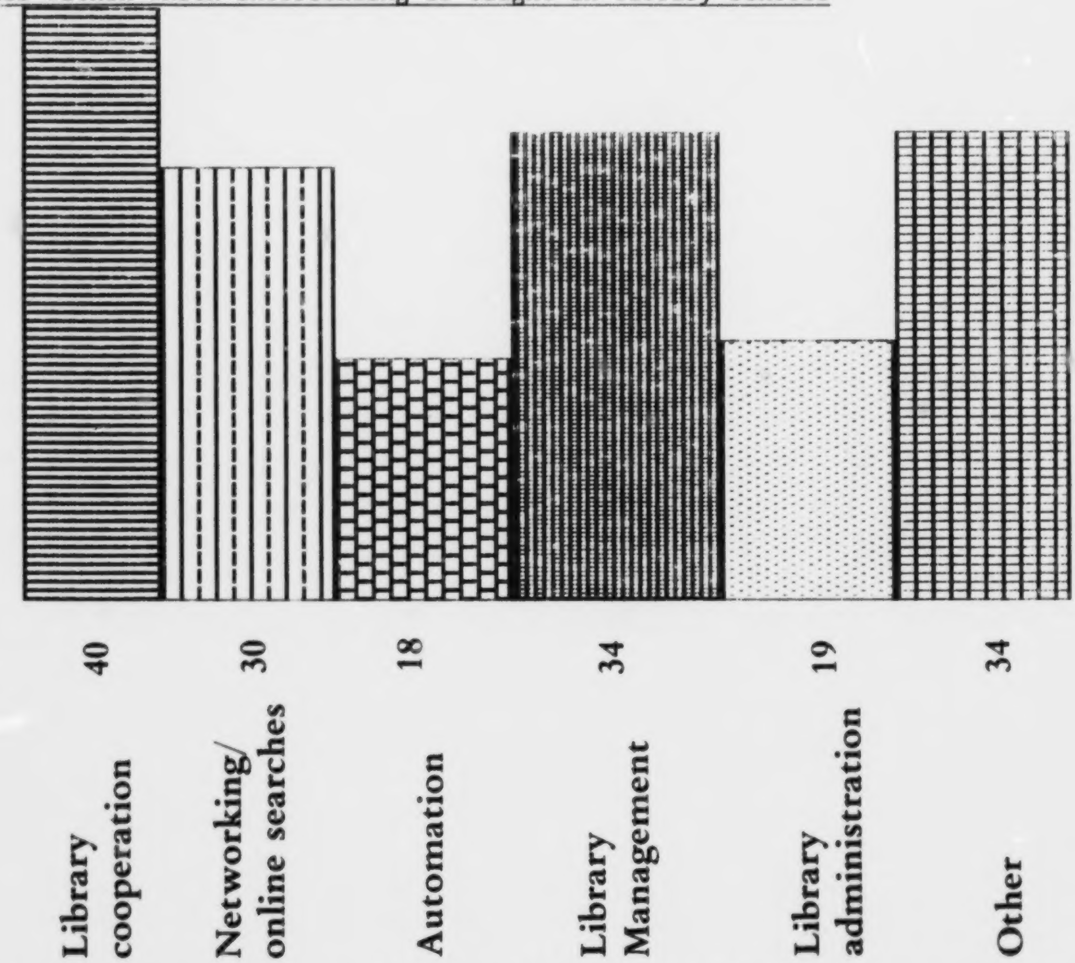
Number of library schools teaching interlending as a separate topic

| | |
|---|---|
| India | 2 |
| Nigeria | 2 |
| Colombia | 1 |
| Germany | 1 |
| South Africa | 1 |
| UK | 1 |
| USA | 1 |

As only 2 of these library schools indicated the percentage of time spent teaching the topic, there is no meaningful data on this aspect of the teaching activity.

The remaining 66 library schools include interlending in parts of the curriculum which deal with other topics in which interlending is mentioned as one aspect opf that topic. The questionnaire suggested a variety of topics within which interlending might be taught, but library schools could add others if necessary. In fact 34 library schools indicated a variety of topics within which this aspect is covered. The chart below shows the areas in which interlending is most commonly taught. In many library schools it is taught as part of several different topics so that the various categories are non-exclusive.

Topics within which interlending is taught in library schools



As might be expected this topic is seen as part of both library cooperation and networking as, indeed, it is, but fewer library schools saw the link between interlending and automation or between interlending and library administration. In this respect they differed from library associations who do not see these links as important but do not see the link with library management either, a link which the library schools clearly have made.

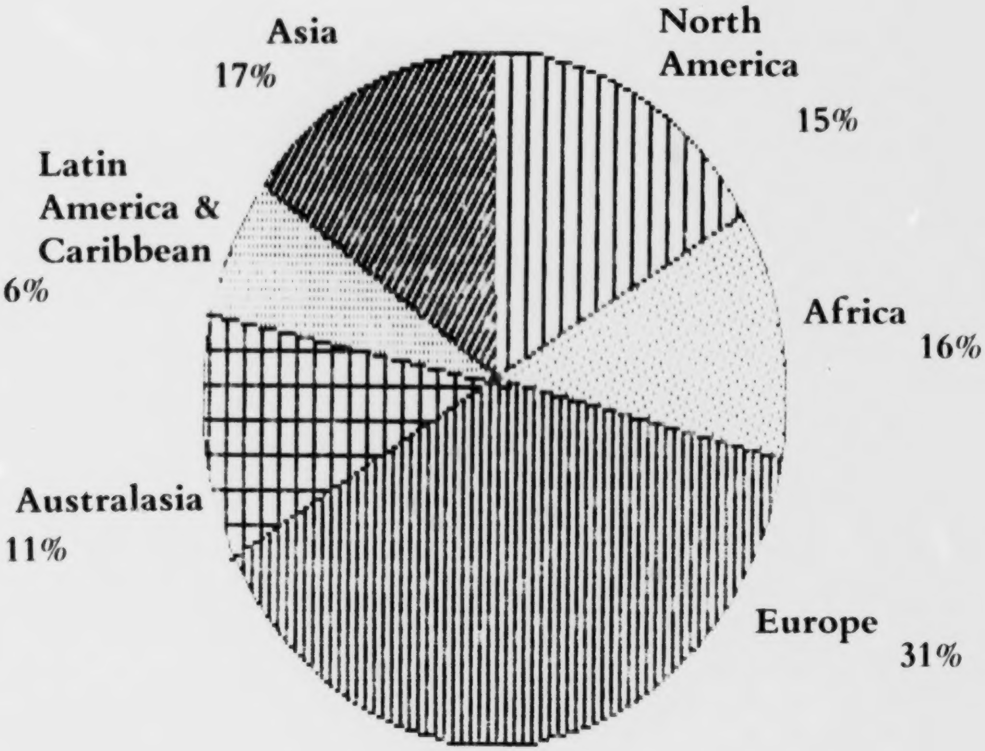
The "other" category was made up of a variety of topics but basically they cna be classified as:

| | |
|---|---|
| reference/reader/information services | 22 |
| collection management/development | 14 |
| bibliography | 7 |
| Resource-sharing | 3 |
| Other | 10 |

"Other" in this case included "general library work", "academic libraries", "use of literature studies" and "International and comparative librarianship". It is to be hoped that the school which teaches interlending in this last category does not confine it to international work only.

The geographical spread of library schools taking part in the survey and offering training in interlending is quite interesting. Clearly the number of replies from any given country will considerably alter the value of this information. Very few library schools in the USA replied and none from the USSR which will distort these figures. However the chart below gives some indication of the spread of the library schools concerned and indicates that, like library associations, teaching in this subject is not limited to those areas where there is considerable activity. In fact, it may be the case that the teaching is given in the hope that interlending will develop in some countries.

Distribution of library schools teaching interlending according to the survey



Those library schools offering teaching in interlending were asked to identify the aspects of interlending which they considered most important in training. They were also asked to indicate which aspects they actually taught. It is interesting to note once again the mis-match between what is considered important and what is actually taught. The comments made about this factor for library associations are also relevant here. The breakdown of aspects taught and whether they are considered important is given below. Again, numbers do not represent actual library schools but the answers received for each aspect. Many schools gave multiple replies, as might be expected. Once again the figures are totals and do not necessarily correlate with comments from particular library schools.

| | Taught | Considered important |
|---|---|---|
| Management | 46 | 27 |
| Policies | 46 | 42 |
| User education | 24 | 18 |
| Legal aspects | 24 | 23 |
| Finance | 33 | 31 |
| Union catalogues | 61 | 43 |
| Knowledge of collections | 44 | 27 |
| Basic routines | 38 | 15 |

Once again, library schools seem to be giving instructions in aspects, some of which they do not think are really important at all. The mis-match on union catalogues and basic routines is particularly interesting. In the case of the library associations the mis-match was quite small but in the case of the library schools they seem to be spending a lot of time educating students in basic routines and the use of union catalogues, neither of which they consider really important. In all other areas the match between what is taught and what is considered important is approximately right.

Only a small number of library schools said they did not include interlending and document supply in their curricula. These schools were asked to indicate if they had offered training in the past: only 2 said that they had. Only one indicated when the course was last offered and that was 10 years ago. The change was made because of restructuring of the curriculum. Three library schools said that there were plans to re-introduce interlending into the curriculum at some point but gave no indication of when or in what form.

Reasons were sought as to why library schools did not include interlending in their curriculum. Again four possibilities were offered: no need; not important; lack of materials for teaching the topic; lack of skill in teaching the topic. The replies can be analysed as follows:

| | |
|---|---|
| No need | 3 |
| Lack of skills | 0 |
| Lack of materials | 4 |
| Not important | 3 |

Once again the lack of materials and skills should be noted and the fact that "lack of need" was a reason in only 3 cases. Other reasons given were that it is primarily a topic to teach "on the job"; that it is irrelevant to the type of study taught at the library school (mostly an information science course); that it is covered elsewhere by other organisations and that the curriculum is just too full to include this topic.

Altogether 12 library schools felt that a national seminar on interlending would be useful but only 7 were prepared to help organise one. Two library schools felt this would not be worthwhile.

The awareness of the importance of interlending and document supply is quite high in library schools but there is still a tendency, it would seem, to consider it a practical skill rather than an intellectual activity. The considerable number of library schools offering training in the Third World is encouraging and more could be done to assist in this area. The lack of awareness of some developed countries is cause for anxiety as it is here that there are the greatest resources to share.

The overall picture from associations and library schools is that teaching and training is good in some areas but lacking in others. Generally where there are associations which see this as important, so do the library schools. More work needs to be done on coordination, curriculum development and continuing professional education to ensure that this topic is covered wherever and whenever necessary.

Not all training, however, rests solely with the associations and schools. In several countries other institutions also carry out training in this field. A number of countries indicated that the topic is covered during practical work during placements by library students or through continuing education within the place of work. In addition several national libraries offer training for staff from other libraries on this topic. Particularly notable are the Deutsches Statsbibliothek in Berlin, the National Azechenyi Library in Budapest and the British Library Document Supply Centre at Boston Spa. Courses often include basic bibliographic work, use of reference and location tools, how to use various procedures and the international library network. In Australia the Colleges of Technical and Further Education offer a range of library training options which frequently include interlending as one of the modules. In the USA there is an annual study weekend and training workshop for interlibrary loans librarians at Boulder in Colorado and other events are organised throughout the USA on similar lines. In Scandinavia each country has its own organisation for interlending librarians and these meet on a pan-Scandinavian basis from time to time. In the United Kingdom the Forum for Interlending (FIL) performs a combination of workshop and conference functions with annual conferences and workshops on practical topics. Also in the United Kingdom Aslib the Association for Information Management used to offer courses in obtaining documents which included acquisition, exchange, use of published library catalogues and interlending.

Various "one-off" workshops have been organised round the world by various institutions but these do not constitute training resources themselves. Nevertheless the work of the IFLA Office for International Lending should be mentioned as this is a resource for training which should be more widely used by those in need. Workshops have been run in the Caribbean, the United Kingdom and Denmark and others will be offered as and when resources are available.

# CHAPTER THREE

## PROBLEMS OF INTERLENDING

### Introduction

The problems associated with training for interlending have been examined in Chapter 1. In this chapter the problems encountered in interlending itself are examined in some detail. The topics chosen reflect the interests and concerns of librarians working in interlending, especially those from countries whose networks are still in a relatively under developed state. Each topic is examined in terms of its function within the interlending facility, the problems it poses, the different problems encountered in differing locations and different types of library.

### Method of inquiry

A number of experts in the field of interlending and document supply were contacted for their views on what areas of interlending cause the greatest problems and therefore require most attention in any training package for interlending. Not surprisingly the range of topics given was very large and reflected certain preoccupations in particular regions or situations. The list of topics given by various countries is given as an Appendix to this chapter.

### Finance, management and personnel

#### 1. General concepts surrounding the practice of charging

There is a general view within the library profession that interlending is a cooperative activity which is mutually beneficial to all libraries taking part in the exercise. Therefore in this general climate of "goodwill" there is a prevailing feeling that interlending should be free. This feeling is based more on an innate reaction to the idea of cooperation than on any real financial or managerial theory or practice. "Free" has many meanings and applications and it is important from the outset to understand these, identify them and make sure that those involved in interlending really understand what "free" actually means.

A first principle in any operation is that any activity has a cost, either in cash terms or in other resources such as manpower, equipment or consumables. Any participation in an interlending system will almost certainly require some expenditure in all three areas, whether it is as a borrower or a lender. Staff at all levels in interlending need to be aware of these demands on resources so that decisions on priorities can be made in an informed way. The ratio of resources to request for interlending is higher than that for documents supplied directly from the library's own collection and it may be necessary to justify such expenditure on these types of request. Areas where resources are most in demand in interlending must be identified. A difficulty in training staff to make decisions in this area is the vastly different circumstances in which they will operate. In a large academic or government library the quantity of interlending requests may well be sufficient to justify several members of staff being devoted to this activity and nothing else. There may well be a proper managerial structure to operate the system. The activity will be fully recognised as an integral part of the library's services. At the other end of the scale interlending may be an occasional activity of a small general public library, or a small part of the activity of a library of information unit operated by a single member of staff. In these circumstances a very different approach to the financing and management of interlending will be very different.

## 2. Costs and interlending

There are a number of costs which can be attributed to interlending. Basically these are:

(a) staff
(b) equipment and consumables
(c) communications
(d) direct payments

### (a) Staff

Considerable amounts of staff time can be used to prepare and transmit interlending requests and receiving, recording and passing to the client the document requested. Similarly, staff time used to receive requests, find the required item, record and despatch it and also deal with items returned, where appropriate, can be significant. The staff time used in these operations is often "hidden" within other activities, especially in small libraries where a few members of staff perform all the activities. Training is necessary to ensure that proper costs are attributed to staff time used on interlending services. This is important for two reasons. Firstly, it enables management to determine the true cost of providing a service to clients and secondly the cost of cooperation with other libraries can also be determined. When the "goodwill" of cooperation is called into question it is important to be able to demonstrate the true cost, which may be high but not as high as is suspected (but not proved) by administrators anxious to reduce overhead costs.

(b) Equipment and consumables

Interlending relies on a range of supporting services to function. These functions require a variety of consumables and equipment. Such requirements may include online terminals for access to networks and online catalogues, terminals to use in-house databases such as library catalogues, client information and issue/reservations data. At the other extreme such routine items as rubber stamps, wrapping paper, string and adhesive tape may also be required. Special stationery such as interlending forms, filing cards and legal declarations may also be required. Some of these items will be specific to the interlending routines and can be costed separately and readily; others may well be part of the general stock of consumables within the library and specific action will be needed to calculate their exact cost. Proper guidelines need to be drawn up to determine which items should be charged to interlending activities and which will be carried as general overheads.

(c) Communications

By its very nature interlending relies heavily on various types of communication. The costing of such activities can be a particularly difficult exercise and these very difficulties may discourage managers from making an attempt to cost them accurately.

Interlending requires several types of communications system. The basic postal system will be used by almost all interlending units for transmitting requests and documents. Where a separate post room is used by the library, or the institution in which the library is situated, there may be no requirement for the interlending staff to have a separate budget or costing exercise for postage. However, it may still be necessary to cost the exercise for managerial reasons. In the case of telephones this is often easier to achieve but, again, this will depend on the structure of the organisation.

Growing requirements for speed of transmission make it necessary for interlending staff to use telefacsimile (fax) for transmitting both request and documents and in some cases this demand has grown to the point where the interlending unit has its own fax machine. Where this is the case then costing is no problem but where a machine is shared with other departments there are costs of transmitting the document and also of employing staff for carrying out the transmission. This is also true where telex is still a major method of communication although this is rapidly becoming superceded by fax. Increasing use of electronic mail and databases for transmission of requests are also to be considered and costs apportioned in the same way as other services. As ordinary surface mail becomes less reliable there may be the need to use courier services for transmitting documents. This is expensive and may not be a cost attributable to other parts of the library. In this case it is easily established and can be used in costing interlending services. Where international interlending is a significant part of the library's activity there will be added costs if the international guidelines are to be followed which require the use of airmail whenever possible.

### (d) Direct payments

As indicated above some libraries require payment for interlending activities. This payment may be either in forms of direct payment or through routines such as quid pro quo arrangements for interlending or exchange of materials for interlending services. Where cash payments are required this often causes difficulties and the different reasons for such difficulties need to be understood. Firstly, many libraries do not have access to hard currency to make such payments. Currency is difficult to obtain for purchases such as books or equipment and virtually impossible for many countries when trying to "buy" services. Secondly, the amounts involved in each transaction are often small, so small that they create difficulties for finance departments in arranging them without costing more in transmitting the money than the money itself. Thirdly, there is the complex area of policies for sharing between libraries already mentioned. Fourthly, there is the real difficulty of libraries which may wish to charge but are not allowed to do so through some local or national legislation which prohibits public institutions from retaining revenue earned for services provided. All these issues need to be understood and resolved before currency resources can be estimated or allocated.

## 2.1 Policy

Costing interlending activities is in itself an emotive topic. Many libraries prefer to hide the costs of this activity as part of their contribution to cooperation on the one hand, and to avoid criticism of its use within the institution, on the other. Whatever decisions are taken they should be taken in the light of the costs which are really incurred through lending and borrowing through the interlending system.

The question of payment for interlending is as much a political as a managerial one. It may be quite feasible to establish the true costs of an interlending operation but there may be political or social reasons for not making this known and certainly for not passing the cost on to users of the service.

Decisions need to be taken about payment. If no payment is to be required from anyone then appropriate resources need to be allocated in the light of costings exercises. Failure to do this will result in an under funded and under valued service which will be marginalised and eventually vulnerable to closure in times of restraint.

Payment can be seen as payment between libraries or payment by the client. In the case of payment between libraries there can be considerable differences and conflict. Where a supplying library makes a charge but the requesting library would not do so this can be seen as uncooperative and unprofessional. On the other hand requesting libraries which offer payment may cause embarrassment or even inconvenience to supplying libraries where the policy is not to charge. A proper policy for each library needs to be developed vis-a-vis other libraries that do charge and those that do not.

At the same time the question of whether any of the cost of interlending should be paid by the client needs to be examined. Interlending is an expensive operation beyond the basic service of the library. At the same time it extends the capabilities of the client's library to provide for that client's needs which could not otherwise be satisfied. If the library takes the view that it is there to meet those needs then the client will not be required to pay because it is the library's job to provide the documents needed. However, there is a growing feeling that interlending is an expensive luxury which can be avoided in some circumstances by the client travelling to the documents required and some of the burden may be transferred to research grant funding or some other facility. Such decisions need to be taken in the light of proper management policy structures, not just as emotional preferences. In the case of whether or not to charge either the client or another library the true costs of what is, or is not being charged for, should be available to the manager.

## 3. Staffing

The levels of staffing for interlending vary considerably and require careful attention to ensure a cost-effective and efficient service. Where the library is small and resources are scarce there may be little choice but to use whatever staff time is available. Even so, where there are any choices at all it should be remembered that interlending requires a particular set of skills and level of professional knowledge. Staff should be able to work with other colleagues within the library system, both within their own library environment and with colleagues in other libraries in the local, regional or national network. Skills at dealing with clients are also necessary as interlending does not always fulfil client's expectations in terms of speed, document quality or success. Staff may need to take a firm approach with both client and colleagues. To do this requires a reasonable professional standing and the post(s) should be graded accordingly. Staff also need to be able to use a range of bibliographic skills and have a working knowledge of their own and other libraries.

There is a tendency to allocate para-professionally graded staff to interlending as it is seen as a peripheral activity. The effects of such a move on the level and quality of service offered should be assessed carefully before such a decision is taken.

### 4. Management

Where interlending is an activity of any significance within a library or library system the management of it should be viewed with care to ensure that it is either managed separately or managed in conjunction with other services to which it is related. The management of interlending should be given proper weight and assigned at an appropriate level.

Where interlending is not important enough for a separate management structure, it should be placed within the broader framework of a related activity, such as reference, services or circulation, to ensure that it is given adequate resources and its significance appreciated.

Management should be structured in such a way that necessary resources (as described above) can be allocated as necessary without the need to rely on the undefined share in the allocation given to other activities.

Training for interlending staff should be regarded as an important element in the overall management of the interlending unit and given due attention. The content of any such training should be arranged so as to have the maximum benefit and relevance to the work being undertaken and the conditions under which it is carried out.

## Union Catalogues

Union catalogues are a crucial element in any interlending system. The first action after identifying the document required is to find out where it is.

Union catalogues present a number of problems which need to be dealt with in any training activity.

### 1. Access and availability

Not all union catalogues are readily accessible to all members of the library profession. In a number of places the union catalogue is maintained, often on cards, in one location and there is therefore no duplicate copy of it and consultation must be by members of staff or visitors on the premises. This is true in many countries with varied levels of library system development. In this case interlending staff need to know more about the procedures for having their requests checked against the union catalogue than about the union catalogue itself.

Against this must be set the fact that increasingly union catalogues are available through online terminals. Again access is restricted to those with appropriate equipment and communications links. Even where union catalogues are made available in microform some libraries may lack the equipment even to use these, thus further restricting access to information about library holdings.

Even when union catalogues are published in some kind of paper form their production may be in limited numbers and is often out-of-date even before being distributed. Production of such catalogues is often undertaken fairly cheaply with consequences for quality of reproduction and usability of entries. Photocopies of catalogue cards reproduced onto poor quality paper can often lead to more frustration than satisfaction.

## 2. Scope and coverage

Not all union catalogues are universal either in the forms they cover or the subjects they include. There are many examples of union catalogues whose scope is limited to particular subjects, languages or levels of material and similarly others which do or do not include materials in particular forms such as theses or periodicals. These limitations need to be studied and understood to make the best use of the catalogues available.

## 3. Contributors

Most union catalogues are selective in the libraries which contribute to them. There are very few union catalogues which include every library within the region concerned, even if they include every item held by those libraries that do contribute. In the case of online union catalogues contributions will be limited to those who subscribe and, even then some may wish to suppress the records of their own holdings for public information. Such limitations need to be documented and again carefully understood, especially as searching a union catalogue may not include important resources which might also be exploited.

## 4. Currency and accuracy

Many union catalogues suffer from lack of currency and accuracy. Where a catalogue is maintained on cards additions are usually made systematically, if slowly, but deletions are frequently not notified and, if they are, even more frequently not acted upon. Keeping a card catalogue up-to-date and accurate is an expensive and major activity. In the case of printed catalogues deletions are virtually impossible to achieve and the currency of the information must become less and less as time progresses. Even when new editions are produced and circulated there is a need to ensure that old ones are discarded. In the case of online catalogues these problems should be far smaller but even this cannot be guaranteed as such catalogues are only as accurate as the cooperating libraries make them.

## 5. Cataloguing rules

Different libraries use different cataloguing rules and one of the difficulties of compiling and maintaining such a catalogue is compatibility of rules. In the case of card or printed catalogues this can lead to considerable confusion unless editing is of a very high standard. Where online systems are used the problem is less difficult because of multiple access points but differing rules can still lead to multiple records or searching under inappropriate headings which will, in turn, lead to a failure to locate the record required. Since training to use a library catalogue is not always easy, training to use several different catalogues in one attempt proves a much greater challenge.

## 6. Coding

Union catalogues are notorious for being full of cryptic coding messages, whether in card, printed or online form. Such codes often attempt to communicate a range of messages such as the holding library, its lending/copying policy, type of material, level, interlending charges and restrictions (for example, only available in the requesting library for consultation). These all need to be understood and quickly decoded as tracing an item with one of these codes may determine whether or not it is suitable to follow further.

Again there is a need for currency in such coding to make sure that accurate information is provided to requesting libraries.

## Knowledge of national/international policies and systems

Unlike other library work within an institution, interlending relies heavily on a network of relationships between libraries which may well have no other connection with each other. Whether or not payment is made for interlending, the system relies on a mixture of goodwill, personal contacts and professional responsibility to enable it to function adequately. Part of this inter-relationship is the systems and procedures laid down by individual libraries, consortia, networks and national library associations for the conduct of interlibrary relationships. IFLA has produced several editions of International interlending: principles and guidelines for procedure which are followed by most countries. Many networks and individual libraries have their own protocols which should be followed and it is important (if not imperative) that those using libraries with such procedures should be aware of them and adhere to them as strictly as possible. This not only facilitates interlending much more smoothly but brings about a general attitude of goodwill which may well be of benefit on future occasions. Several publications are available nationally and internationally to give guidance on practice and policies in different libraries and countries and familiarity with these should be stressed. Given that there are barriers of time and space in interlending and, in the case of international interlending language also, strong emphasis needs to be placed on the understanding of systems and procedures.

## Legal Aspects

There are two major legal problems when dealing with interlending. The first, copyright, arises whenever there is need to copy a document; the second, customs duties and importation regulations apply only to international interlending.

### (a) Copyright

The problems of copyright are complex and it is difficult to offer teaching in detail because the laws of each country are so different. What may be legally copied in one country may be forbidden in another. The growing awareness of the value of intellectual property means that national laws are becoming more and more restrictive and rights owners are more aware of the control they can exercise over their copyright materials. Whilst some countries permit fairly liberal copying by anyone, others have special regulations for libraries, and even differing regulations according to the type of library involved in either copying or receiving copies. There are also differing regulations depending on the use to which the copy will be put and whether or not the client made the copy for their own use or it was made on their behalf by a librarian. These issues become more complex when document supply is undertaken internationally as it is necessary to know what is permitted in different countries.

(b) Customs and important regulations

Although there are regulations for the free flow of books through the post, there are no such agreements for non-print formats or indeed for microforms. In addition, there may be further copyright problems in importing a copy into a country where exclusive rights already exist for a publisher or distributor. These again need to be understood and documented in some detail to avoid any litigation.

A further general problem is that the laws of one country may seem unduly unfair (or even unjust) to someone in a different legal tradition so that refusal to copy, even though it may be a legitimate refusal in the context of national law in one country, may seem unnecessarily uncooperative to someone in a different environment, thus leading to a deterioration in general interlibrary relations. Clear understanding and tact are needed most particularly in this area.

## ILL in developing countries

Not all countries have interlending systems developed to the same level. Indeed, some countries have no interlending system at all.

The capabilities of different countries and regions are very different and there may be differences even within one small region. The limitations of developing library systems can often be acute and there is little point in devising grand training programmes for areas where it is hard to acquire even the most basic books and equipment. Essentially each country or region must look at its own capabilities and learn how to get the most out of them, whilst improving them whenever and wherever possible.

Those countries which are still developing such systems need to understand the complexities of those systems already developed in other parts of the world. Failure to do so may lead to unnecessary frustration and misunderstanding. The size and volume of interlending traffic, the accepted regulations for interlending, the nature and structure of the system, the need for payment and proper documentation may all seem unnecessary bureaucracy to a librarian working in a developing library system. On the other hand, the limitations of library resources in many countries are not properly appreciated by those with developed systems. Failure to understand that borrowing is of necessity a substitute for purchase in many countries because of currency restrictions or lack of cash for acquisitions budgets can lead to irritation and unwillingness to cooperate. The lack of union catalogues or other finding tools in some countries can frustrate the need of a library outside that country to trace the document required. The limited communications systems in many countries needs to be understood to explain delays, losses and damages often experienced. In addition, the legal requirements of many countries, not only in copyright and importation, but also in library management, may make it virtually impossible for a library to participate in any interlending arrangements.

## Online services and links to document supply and full text services

Online searching is taught fairly widely in library schools and in libraries themselves. It is fairly old technique and might seem an unnecessary topic to be mentioned in this context. However, increasingly online databases are offering a document supply service linked to the database search. This requires particular training as there can be a number of problems associated with its use. Firstly, with the growing use of OPACs there can be a facility for clients to carry out their own searches and requests documents direct. Even when online searches are carried out under "supervision" there are still problems for the interlending librarian. Direct access to online bibliographic data can generate unnecessary interlending requests unless such requests are screened by trained staff in the first instance. It is quite possible to carry out a search and request a copy of a document from a remote source, often at considerable expense in terms of both money and time, only to find that the item is actually available within the client's own library.

In addition it is important for anyone using online document supply services to be fully aware of the legal requirements (copyright clearance, etc) and the costs involved in using such services which are often very expensive and may not justify the additional expense compared with traditional interlibrary cooperative systems.

The existence of full text databases may avoid the need to use interlending services at all but, again, their existence needs to be understood, their limitations properly documented and the costs involved known and evaluated. Whilst they can provide in contexts a fast and high quality service, they are not appropriate in all circumstances and not even available in many others.

## User education

User education is popular in library education work but it may seem unnecessary in interlending as this activity is carried out between librarians and at a distance from the user. However, there are areas where user education can be of great importance and considerably improve the efficiency of the services offered.

Proper user education can avoid many interlibrary loan requests at source. By providing adequate information about the collections and records of a library many documents will be traced within the collection and an approach for an interlibrary loan will not be made. Similarly, proper training in subject bibliographies can help users find suitable alternative documents.

## Basic procedures

Although it might be argued that libraries vary so much in their size, characteristics, management, location and function that it is not possible to give any training in the basic routines of interlending, it should be remembered that interlending does, in fact, fall into a series of well-defined types of activity, many of which have already been described in this report. The danger is that local situations will be viewed as so different, one from another, that the basic routines which need to be followed will be ignored. As interlending is essentially about cooperation, it is important that all such routines be followed in as standard a way as possible. This will ensure that cooperation runs as smoothly as possible because everyone in any given network or region is conducting their interlending activity in very similar ways. The importance of appropriate handbooks, codes of practice and guidelines in this area cannot be stressed too strongly. Nevertheless, libraries of different sizes and types, with different functions and relationships within their institutions tend to think that such basic routines do not necessarily apply to their situation and this is a tendency which training should make strenuous efforts to remove.

## Knowledge of collections including directories

Although union catalogues are invaluable tools for locating materials they are not always available, nor necessarily desirable or suitable in certain circumstances or for given types of material or library. Interlending staff need to use directories of collections where these are available, for locating collections which may be able to satisfy the requests being dealt with at the time. Such directories may be generally available and published, in which case they have the same inherent problems as union catalogues, namely currency, accuracy, comprehensiveness and interpretation. Where directories do not exist, or are inadequate, interlending staff are in a particularly good position to create their own directories, either formal or informal. Many libraries are unwilling to be included in formal published directories in case this leads to increased demand on limited resources but they maybe willing to participate informally in library cooperation. In this area such skills as personal relations, tact and discretion are needed by interlending staff as much as bibliographic knowledge and library management.

## Computer software packages

An increasing number of libraries are using computer software packages for interlending routines and guidance and training is needed in the selection, purchase, installation and running of such software. Particular attention needs to be paid to compatibility with packages already in use within the library for other activities and also to computer facilities elsewhere in the institution. Important issues arise such as the capability of any package to be linked to other existing routines such as acquisition, cataloguing, circulation or client information databases. The possibility of adding further functions to the interlending package also needs to be checked as well as the links which might be established with online databases using appropriate interfaces. A particularly important aspect is interaction with software used in the libraries with which interlending may take place. Where systems are compatible this can reduce the workload considerably when transmitting interlending requests and records. Such advanced developments as OSI and work on standardisation of records messages also needs to be understood to ensure that the selected package can adhere to these new standards.

## Collection development and legal deposit

Interlending has been described as "temporary acquisition" and, although this is an inaccurate description, it does highlight the relationship between interlending and collection management. Interlending results from the failure, for whatever reason, of the collection to match the client's need and therefore is a reflection of acquisition policies. This relationship needs to be understood as interlending can play an important role in highlighting gaps in collections which ought to be filled by "permanent" acquisition.

In the case of legal deposit material the rules and regulations surrounding legal deposit schemes need to be understood as they may allow access to but not removal of material from a collection, even on a temporary basis. Also the obligations of legal deposit to maintain a national collection should be understood and possible refusal to cooperate interlending seen in this context.

## Standardisation

Cooperation of any kind in the library field requires the setting up of standards and their acceptance. These standards may be in very different areas, ranging from the type of forms and paperwork used, practices and procedures and finance elements to the complex area of standardisation of message structures for computerised message transmission. Standardisation may also be both national and international. Before giving instruction in this area it is important to know which standards are accepted by the library taking part in interlending and those areas where no standards exist. It may be that there are conflicting standards depending on the other library or libraries involved in different transactions. All these different standards need to be understood to ensure smooth and efficient cooperation.

## Audiovisual materials

Libraries are becoming increasingly involved in the use of audiovisual materials, especially those libraries serving training or educational elements within an institution. The exploitation of these through interlibrary loan is particularly difficult and requires special care. There are basic problems about location and identification because of the poor coverage of such materials in many finding tools such as union catalogues. The cataloguing practices of different libraries need to be understood as many do not adhere to internationally agreed standards in this area. The particular difficulties of compatibility of formats is an important element. Within a national or regional network there may be difficulties because libraries do not have the necessary equipment to use different gauges of film, varying speeds of sound recording or the appropriate video equipment, for example. The correct identification of format and standard within that format are particularly important. These difficulties are compounded internationally as an apparently identical format may not necessarily work on equipment in a different country. There are also problems in interlending because many of these materials are sold under contract which prohibits their use outside the institution which purchased them in the first place. There are also problems with lending such material abroad as this can sometimes violate exclusive importation agreements and so infringe copyright.

## Postal and packaging problems

Postal systems vary considerably worldwide and it is important that each librarian understands the particular rules and regulations governing the postal system in their country. Different rates for different types of material may apply. Some countries have a special book or printed materials postal rate. Some have particular rates for classes of people (eg the blind). Internationally the different rules which apply to air and surface mail, necessity for registration, the different regulations for weights and types of materials also need to be understood. Again these can differ between countries and special agreements may exist between certain groups of countries.

Packaging may seem a minor issue but the different material available should be understood, especially the variable needs of libraries in different climates and humidity zones. The problems of preserving documents sent on interlibrary loan must be understood. Again the rules for sealing packages for international transmission need to be made clear and postal regulations regarding types of packaging admitted in the post can vary.

## Political and social issues

There is no way that these issues can be included in any training in general terms. The difficulties are so variable and can change from day to day that only general guidance can be given. National policies may restrict cooperation between different sectors or different types of library, especially in the field of supplying photocopies. There may also be restrictions on cooperation between particular libraries. These local difficulties can be understood only by those working in the situation. Internationally the state of political relations with other countries must be understood as this can prohibit, or at least impede, library cooperation.

## Definitions

It is important that any training in interlending includes some clear definitions of terms used in the language(s) appropriate to the area under consideration. Much misunderstanding can be caused by unclear terminology and short, simple, phrases should be used whenever possible. A short list of definitions should be included in any training materials.

## Preservation

Interlending is frequently seen as a threat to preservation as it subjects the material to wear and tear. The necessary measures for preserving material should be understood and taken whenever possible. The importance of surrogate copies should be clearly understood and the occasions when such copies will be inadequate for the needs of the reader. The legal difficulties in providing such copies need to be outlined and any particular provisions for preservation copying understood. These issues are important for both supplying and requesting libraries.

## APPENDIX

### Financial issues and management including personnel

Lesotho
Belgium
Uruguay
India
South Africa
Nigeria
Italy
Kenya
Portugal
Australia
Venezuela

### Union catalogues

Mexico
Lesotho
Brazil
Belgium
France
Uruguay
South Africa
Nigeria
Kenya
Portugal
Australia

### Knowledge of national/international policies and systems

Mexico
Belgium
France
Brazil
South Africa
Nigeria
Kenya
Portugal
Australia

### ILL in developing countries

Lesotho
Bangladesh
South Africa
Nigeria
Kenya
Rwanda

### Online services and links to document supply and full text services

Bangladesh
France
India
South Africa
Australia
Senegal

### User education

Belgium
Uruguay
South Africa
Kenya
Portugal
Rwanda

### Basic procedures

France
Brazil
South Africa
Kenya

### Knowledge of collections including directories

Sweden
Brazil
South Africa
Kenya

### Computer programmes and software

Bangladesh
Belgium
South Africa
Italy

### Collection development and legal deposit

Brazil
South Africa
Kenya
Venezuela

### Standardisation

Uruguay
South Africa
Senegal

### Audiovisual materials

Mexico
Brazil
South Africa

### Postal and packaging problems

Lesotho
Brazil
South Africa

### Political and social issues

Nigeria
Rwanda
Senegal

## Definitions

Kenya
Australia

## Preservation

Brazil
South Africa

# CHAPTER FOUR

## AIMS, OBJECTIVES AND OUTLINE MODULES

Before constructing any modules, workshops or training seminars it is essential to be clear what the aims and objectives of such modules are. The basic aim will probably be the same, regardless of the subsequent differences in level of detail, mix of theory and practice, type of audience for which the training is intended, or local, professional and economic factors.

### Aims of the modules

The basic aim is to enable those receiving instruction to understand both the philosophy and practice of interlending and document supply; its place in library operations, its contribution to user satisfaction; its economic significance and, in general terms, the resources required to operate an interlending system effectively.

### Objectives of the modules

Training and teaching in interlending will take place at a variety of levels, from senior library management to very junior staff undertaking routine tasks. The first objective of any training module must be to determine, in the light of information about the trainees, what the objectives of each training module really are.

If a broad range of general training is being offered then the objectives should be set so as to enable the trainees to complete the module with a better understanding of the role of interlending in the total library service offered by their institution or group of libraries. Those responsible for any aspect of management should be clear as to the level of resources required, the staffing implications, financial requirements and impact on the total library operation in their library. Those in operational posts should be more aware of the significance of what they do, both to their own institution and to their colleagues in other libraries with whom they cooperate.

When training is being given in specific areas of interlending the objective should be to ensure firstly, that all trainees should have a clear understanding of the operation under discussion, its place in the total library system, its function within the interlending system and its importance for efficient library cooperation; secondly, trainees should obtain a thorough understanding of the mechanics of the aspects being taught so that the particular operation can be performed more efficiently, economically and managed in a more effective manner.

Whatever form of training is being offered the trainer should first of all set basic objectives to be achieved. All aspects of the training should be organised to achieve particular objectives and a general discussion of interlending without form or goals should be avoided. Even if related problems come into the training discussion, they should not be allowed to cloud the basic objectives set of providing training in specific tasks. If other problems are clearly a major issue they should be noted and further training offered in these at a later date.

The idea of transferring routines from one library to another en bloc should be avoided unless the routines and management involved are of a high quality and present clear examples of how management and routines may be improved. Interlending is a particularly idiosyncratic operation as it always involves at least 2 libraries, both of which may have particular methods of operation which are incompatible unless some careful negotiation at the human level takes place. Therefore what applies in one institution will not necessarily apply in another and blanket statements that "this is the best way to do it" will lead to confusion and a possible reduction in effectiveness which will eventually be counter-productive and defeat the objectives of the training module.

## Structure of training modules

Each module should have a clear structure which will lead the trainee through a series of logical steps towards the eventual objective of informing the trainee about the technical aspects of the task(s) involved and providing a wider understanding of where the task belongs in the general operation of the library system.

Each module or series of modules should begin with a broad outline of interlending followed by a brief discussion of the steps involved in interlending procedures. This should be followed in turn by:

a) a careful definition of the tasks being taught
b) the place of that task in the operation of the whole library
c) a discussion of where that task belongs in the interlending process
d) the importance of that task to the total interlending process.

Where a training package is being used to offer training in the whole range of interlending procedures the content of this package should reflect the total interlending process, not just selected aspects of it. The future needs of trainees cannot be foreseen and what may seem irrelevant at one time may soon become central to the daily routines being operated with the effect that the expensive and time-consuming process of re-training will be required.

The basic content of any training package dealing with practicalities should be:

Making requests to other libraries

a) Interaction with the reader

b) Use of internal catalogues and records

c) Other catalogues and reference tools

d) Internal procedures

e) External relations

f) Mechanisms and protocols for communication

g) Procedures when response received

h) Procedures for returning material borrowed

i) Financial and legal matters

Receiving requests from other libraries

a) Procedures for processing requests

b) Restrictions on availability of materials

c) Mechanisms and protocols for communication/despatch

d) Procedures for recalling material

e) Procedures when material is returned

f) Financial and legal matters

Any training offered in the management of interlending at whatever levels should include the following elements:

a) Place of interlending or the interlending unit in the total management structure of the library

b) Place of interlending in the total library operation

c) Economic basis for interlending

d) Professional basis for interlending

e) Material resources required for efficient interlending operations

f) Staffing requirements

g) Financial requirements

h) Communications requirements

i) Policies to be established or known in the fields of:

    i) materials available for interlending
    ii) clients allowed to use the interlending option
    iii) inter-library relationships
    iv) regional, national and international agreements and agreed protocols

j) Charging policies and practices

## Trainees

The general background of trainees needs to be known: their level of responsibility; the type of library in which they work, its size, clientele, budget and function. The economic and political context in which the library functions also needs careful attention. This latter may be easier in regional seminars or local meetings but should not be taken for granted.

a) Level of responsibility

It may be difficult, or inappropriate, to offer the same training package to staff at different levels. As shown above the managers may need a basic training package in the practical skills of interlending if they have not previously been involved in this process. Such managers will benefit from learning the basic requirements of interlending as they will better understand the demands made on resources by staff in this area of work. Conversely, staff involved in the practical aspects of interlending may not require detailed information on how policies should be agreed or decisions made but more guidance on how to implement them, given that staff operate more effectively if they understand why something is done rather than just how.

b) Type of library

Libraries are as different from each other as people and the setting for the trainee's work is important. Operations in large academic or public libraries will be very different from those in school, industrial or small research libraries. In one there may be a line management structure with considerable responsibility for staff, resources and policies whereas the latter may be operated by one member of staff, not always professionally trained and all operations and decisions will be the responsibility of that one person. Therefore the amount of training in management required may be small but significant. The role of the library in its institution should also be understood.

c) Economic factors

The source of funding for the institution and the library from which the trainee comes should be known and the size and scope of the budget available. There is little point offering advice to purchase expensive equipment or subscribe to online services if the library operates on a miniscule budget.

The economic background within which the library operates needs to be understood as well. The economic climate of the country or region within which the library is situated or the economic prosperity or otherwise of the sector within which it functions are of considerable importance.

d) Subject interest

The requirements and facilities of libraries in different disciplines vary considerably. The needs of humanities researchers are markedly different (although not so different as some consider) from those working in scientific and technical fields. Such differences need to be taken into account in any training given.

e) Management factors

The freedom to manage enjoyed by each trainee should be considered. There is no use dealing with complex questions of charging or availability of services to readers, for example, if the institution already has rules governing these, or any other, aspects of the library's work. The freedom that the trainee has to make decisions is important as outlining possible choices which trainees cannot exercise may lead to frustration and disillusionment rather than constructive progress.

f) Professional knowledge and skills

Some staff will have no knowledge of library matters, especially in small libraries where running the library may be one of several duties or considered a minor activity by general management to which any member of staff could be posted. On the other hand, some staff will have professional qualifications or long experience in library work and will require specific training in interlending. Clearly the content and level of any training must reflect these varying needs and these levels of expertise should be ascertained at an early stage.

## Trainers

Any attempts to offer training in any topic should not be made unless those providing the training can bring to the exercise a combination of knowledge, application and communication. These elements may be difficult to find in many areas but every attempt should be made to provide trainers who have a good understanding of interlending, a working knowledge of how it actually functions and provides a service to readers, and can communicate this information effectively to trainees.

All trainers should have some basic grasp of the principles of interlending and its place in the library service. Interlending can be treated very much as a minor operation in library systems and it is important that both trainers and trainees have a clear understanding of its importance, the basic reasons why it is an essential element in serving readers and the arguments advanced for its exclusion or strengthening. Matters such as Universal Availability of Publications, economic value, importance to new research work and implications for library cooperation generally, need to be treated as important factors by any trainers.

Similarly, all trainers should have, where possible, a working knowledge of interlending in the area where it is being taught. This is clearly not possible in all circumstances - if it were there might not be much need for training! However, it is preferable that the trainer has actually worked in interlending services so that some understanding of the basic problems, frustrations and achievements can be imparted to trainees.

A basic requirement for any training is that the trainer can communicate the necessary information clearly, concisely and in a relevant mode. For instance, giving examples of how to use high technology when only card catalogues and postal services are available is counter-productive as it leads to frustration and defeat. All examples given and basic procedures taught should be ones which can be applied in the environment in which trainees actually work.

## Techniques

There is no place in this report to describe the many possible techniques for training librarians in different environments. However, some comments on the applicability of certain techniques to the field of interlending and document supply may be helpful at this point. The comments below are based on actual experience of teaching interlending in a variety of different circumstances.

### a) Training in groups

This method is one of the most effective for training staff in interlending and document supply. It enables staff from a variety of backgrounds and different libraries to share their experiences, get to know one another and often build human relationships between libraries which have cooperated in the past or hope to do so in the future. This method allows a variety of skills to be taught in an environment in which exchange of experience can be used to modify teaching content on an ongoing basis. Irrelevant materials can be removed and effort concentrated on those issues which are both important and central to the effective operation of interlending in the area or region concerned. Examples can be tailored to the anticipated shared experiences of the members of the group and information exchanged on new developments, policies and practices.

The modules described in this report can readily be adapted to use by groups which can, if necessary, sub-divide to study particular topics and themes if required. Any sub-division of groups for training should ensure that, nevertheless, the basic range of topics is covered for all trainees. Interlending and document supply is a specific aspect of library work and further division, except for specific needs, should be avoided.

## One-to-one training

Training of a single person by another single person can be very valuable, especially if the trainer has a wide range of skills and detailed knowledge of interlending procedures. It must be acknowledged that much library cooperation is undertaken on an informal basis, often relying on goodwill and personal understanding rather than formally agreed protocols and procedures. These informal arrangements can often best be transmitted to other colleagues by oral training rather than written manuals. On the other hand, single trainers can often have idiosyncratic approaches to interlending and may impart to the trainee particular personal preferences, prejudices and inefficient work methods which more formal training can do much to remove. Any use of the modules in this report should be undertaken as impartially as possible by single trainers to avoid these difficulties. Trainees should be encouraged to look at the full range of modules in this report and question the implementation, or otherwise, of the procedures described here and in the Model Handbook for Interlending and Copying.

## Distance learning

There is an increasing use of distance learning techniques for library education purposes. This is particularly important in countries or regions where libraries are widely scattered, where ready access to educational facilities is difficult and where professional meetings and exchanges of experience are difficult, if not impossible.

Distance learning packages can be built up using the modules in this report. They should be constructed in such a way that lead the trainee through from one step to another logically and with clear explanations. Particular attention needs to be paid to the following in this situation:

a) Language and definitions. Terminology in interlending is very flexible in most languages. Clear definitions need to be given for all terms and expressions used. It should be remembered particularly that "lending" and "borrowing" are two ends of the same outline and are therefore viewed differently depending on which library is doing what. This is a very basic point but lending by one library is seen as borrowing by another and the use of terms of this kind needs to be clearly defined and used consistently throughout any teaching package.

b) Examples. A wide variety of examples should always be provided, working through the various steps being demonstrated in any area. Where possible illustrations of relevant materials should be included, such as entries in bibliographies and union catalogues, types of form to be encountered, examples of actual requests (or imaginary requests based on real examples) demonstrating various problems with references, types of material and procedures to be followed, and types of reply likely to be received.

c) Relevance to actual situations. As already stated, all work should be relevant to the work being done or likely to be done in the foreseeable future. This is particularly important for distance learning as trainees will be working in isolation and irrelevant materials will only tend to confuse and baffle.

d) Dialogue between trainee and trainer is essential in this situation. Trainers should give trainees every chance to discuss any points that are not clear and to raise problems not dealt with by the training package offered. These elements are essential as it enables the trainer to re-shape the package where necessary to meet the needs of the trainee. There should be a continuing dialogue to ensure that all points which concern the trainee are properly covered and there should always be the facility to ask for extra examples. Trainers should ensure that, before starting such training packages, they are fully aware of the needs and situation of the trainee. This can be done by developing a basic questionnaire for the trainee to complete which will include most of the items mentioned under the general heading "trainee" earlier in this chapter.

## Distance learning using video

Distance learning can be achieved either through the supply of printed materials in modules or through the use of such vehicles as a training video. The use of the video recorder is growing rapidly throughout the world and many libraries and librarians can now have access to one. There are both advantages and disadvantages of using this method and the strengths and weaknesses of it need to be understood before it is chosen as a method.

Firstly, this method gives little opportunity for interaction. Although interactive video is a real technology in education it is unlikely that this expensive method of training for one specific type of library activity will be available in the near future. The video allows an attractive and lively package to be presented but it is a package put together for specific circumstances. If this is not the case then it will be so general as to be of little help in specific circumstances. It has the great advantage that a range of visual aids can be used including coloured charts and diagrams, cartoons and illustrations of both documents and actual processes but these need to be handled with care. It is well known that poorly made training videos are less helpful than well constructed printed packages. The theatrical element of such videos need careful and professional level handling to be effective. The routines to be followed in interlending are just that - routines. They can appear repetitive and boring unless presented in a lively way. A training video was used to instruct staff in remote locations on how to cooperate in the Survey of Australian Interlending (SAIL) but, although this presented the basic information about filling in the questionnaires clearly, the manner of presentation was not very inspiring! Nevertheless, this video is the only one that seems to deal specifically with interlending at all and is worth noting for both its shortcomings and its strengths.

The modules are designed to provide an outline of the essential elements in training for interlending at all levels. They are not intended to provide the total workpackage for any training which must be determined by local circumstances as described earlier. Nevertheless any decision to deviate significantly from the structure and content should be justified in the light of experience and not simply made for convenience or personal preference.

# CHAPTER FIVE

## STRUCTURE AND CONTENT OF MODULES

This chapter gives the basic outline structure of each module for use when training in the area of interlending and document supply. The exact content of each module must be determined by local circumstances and needs but the basic content of these modules has been developed from combined experience from a number of libraries involved in interlending throughout the world in many different environments. Therefore any decisions to remove or considerably modify the content should be taken only after careful considerations and due discussion with colleagues.

### Content

The content of workshops should reflect the following topics and sub-topics.

### 1. Policy

ILL is a co-operative exercise. It is usually conducted under an agreed Code of Practice. Such Codes of Practice usually include areas such as:

- A national code of practice
- A code which applies to members of a particular network or consortium
- A code agreed between libraries in a specific geographical area within a country
- A code agreed nationally amongst libraries of a particular type (public, university, etc) or in a particular subject field
- A regional code.

There is also a code covering international transactions called "International Lending: Principles and Guidelines for Procedure" produced by the IFLA Office for International Lending and agreed by the IFLA Section on Interlending and Document Delivery. This is reproduced in the Appendix to Chapter 6.

Before proceeding with any training on ILL it should be established which Code of Practice, if any, is likely to be relevant.

## 2. General Principles

The basic aim of ILL is to get the required document to the user as quickly, cheaply and effectively as possible. To achieve these goals the following criteria should be adhered to when examining or setting up an ILL system.

| | |
|---|---|
| Simplicity | All routines should be as simple and straightforward as possible. There should be no unnecessary record keeping, filing and checking.<br><br>Forms should be as simple as possible, recording only necessary information and should be easy to complete. Whenever possible they should be standardized within a national system and certainly within each library system operated by one authority or within a co-operative network.<br><br>Files should only be maintained where necessary for the efficient operation of the ILL Unit. Unnecessary files are expensive and undermine efficiency.<br><br>Procedures Readers should not have to struggle with complex regulations before making an ILL application. Application should be a simple and easy routine. |
| Barriers | Avoid barriers to ILL whenever this is possible. Barriers include regulations which restrict access to the ILL facility, complex forms to complete, charges for the service, quotas on the number of requests and limitations on persons who are allowed to make use of ILL. Look at such barriers and avoid setting them up and try to remove those that exist. |
| Costs | ILL can be an expensive operation. Avoid anything that increases the direct or indirect costs such as complex routines, charging for small amounts, invoicing for individual transactions, and staff-intensive routines and record keeping. |

Advance payment systems are to be preferred and offer considerable economies and should be used whenever possible.

| | |
|---|---|
| Fill Rate | Never lose sight of the aim of the exercise. The user requires a document and all systems should be designed and used to ensure this happens within the resources available. Every effort should be made to optimize fill rate and speed and minimize costs. |
| Speed | ILL systems should be designed to supply the required document as quickly as possible. Staff routines, communications and transport should all have this as a primary goal. |

## 3. Staffing

### Size of Staff

The size of the staff required for an ILL unit will obviously vary considerably from library to library. The activity can range from full time work for several staff at different levels to a small part of one person's work. Certain skills should be recognised as those basic in ILL work needed to carry it out effectively.

### Relationships

ILL is essentially a matter of relationships - the relationship between the user and the library and its staff, and between one library and another. Because much ILL work relies on an element of goodwill, an ability to foster good relationships is a valuable asset.

### Sound bibliographic knowledge

ILL librarians need to work with all types of material and be able to deal with a variety of catalogues, cataloguing procedures and information sources. A thorough knowledge of the library's own holdings and catalogues is essential and should be an essential element in ILL training. A certain amount of detective work is part of the job and an inquisitive and analytical mind is useful.

### Knowledge of Resources

A wide knowledge of the local, national and international library resources is essential. Training should be given in using printed guides, catalogues and directories. A good knowledge of major and specialised collections should also be included. Also a working knowledge of databases, national and specialized bibliographies is appropriate.

### Linguistic skills

Knowledge of foreign languages, especially bibliographic terminology, should be part of any ILL training.

### Routine management

Basic training in a series of well-ordered routines and the ability to plan and organize these soundly and methodically is important.

### Balanced perspective

ILL units often have to take away from a library material which others feel should never be allowed to leave the premises. Similarly they are often bombarded with "urgent" requests which, upon enquiry, are less urgent than was first thought. A balanced view of user needs, library facilities and capabilities helps to give priority to those requests which really need it, whilst enabling the rest to be processed as quickly and efficiently as possible. Training programmes should include evaluative skills to enable judgements on priorities to be made.

## 4. Keeping up-to-date

ILL activities take place in a rapidly changing world. Libraries and document supply services change their policies frequently; methods of transmitting requests and documents are advancing quite rapidly; mechanisms for payment for requests are often updated and politics and economics play their part in making ILL an ever changing routine.

It is therefore important to keep in touch with latest developments on a wide front. The required reading for this will include journals which deal particularly with interlending and document delivery, resource sharing, communications, photocopying and copyright, library affairs generally and internationally and local developments within the country of the library concerned. The ability to do this will depend on the resources available. A list of journals, newsletters and reports available should be made and those involved in ILL should be trained to read these as a routine part of their duties.

Equally useful is to keep in touch with colleagues working in the same geographical and work-related areas. Other ILL librarians may also have useful information.

## 5. Equipment

Every library operation requires certain basic pieces of equipment. Training for ILL should identify those that may be required specifically for operating an ILL unit. An ILL unit acts as an interface between a number of different people, departments and organizations and its special needs will reflect this.

Training should include the following equipment and materials:

| | |
|---|---|
| ILL forms | There may be a need for a number of different forms, depending on the networks to which the library belongs or document supply services which are used. Training should include a careful study of these and the regulations governing their use. |
| Internal forms | These may well include those for users to request material on ILL; notification to users of materials received; overdue notices; standard responses to other libraries regarding material borrowed/lent; invoices; standard instruction forms to other departments such as mail rooms and telex operators, and similar internal communications. ILL staff should be trained in the use of all of these. |
| Typewriter | Basic training in typing or keyboarding should be provided. |
| Stationery | The basic necessities of any ILL unit, such as labels, rubber stamps, packing materials and other general office |

| | |
|---|---|
| | stationery should be outlined in any training as these small, but essential, items are often overlooked. |
| Microcomputers | Training should be given in the capabilities and use of any computers available for ILL work. |

## 6. Publicity

Any training should include the policy of the library as to whether or not to make interlibrary loan widely known to users. Some libraries do not do this for fear of being overwhelmed by requests and not being able to afford the extra expense. The production of a brochure about interlibrary lending services should be included. Elements of publicity material should include:

- Because document delivery services change rapidly with the growth of technological processes, and current policies also change quickly, the brochure should be relevant and up-to-date.
- Clear, attractive and easy presentation for library users to understand.
- Adequate supplies.
- Prominent display and ready availability.

The brochure should contain statements about who may use the service, in what circumstances and for what kinds of materials. Attention may be drawn to special services such as fast delivery using telefacsimile or courier and any resulting extra costs, online searching linked to document delivery, or the wide range of materials which can be borrowed through various co-operative arrangements. A realistic statement of likely supply times should be given.

Attention should be drawn to in-house assistance in tracing items in the user's own library before approaching ILL as a source.

## 7. User education

It can save much time and effort if users understand the basics of library and information work so that they can begin to interpret their needs to the library staff.

Training for ILL staff should also include a programme of user education. The function of the ILL unit and the range of services available should be included. Helping users to help themselves in relation to ILL may involve some guidance and instruction in the following areas:

- The library's own stock, arrangement and catalogues. This is primarily the work of the reader enquiry desk (if there is one) but failure fully to appreciate the strengths of the collection can result in unnecessary requests for interlibrary loans.

- Strengths and facilities of other collections nearby which may offer readers from other institution facilities for study research or reference.

- Understanding bibliographic references. Even elementary points such as the meaning of different type faces, volume and part numbers for serials and common abbreviations can confuse users so that they cannot de-code the reference and find out whether the library has the document already or not.

- The cost in time, effort and materials involved in ILL. This should not be shown as a deterrent but should be information available to the user when deciding on the merits of pursuing a particular reference.

- The range of services offered by the interlibrary loans unit such as sources which can be approached by different levels of service and speed, communications facilities, length of time before a reply is likely to be received and any special facilities offered.

## 8. Basic considerations

There are four major areas to consider and all of these should be included in any ILL training programme.

Costs

These are not always easy to assess. Some costs may be "invisible", such as staff, whereas others are the same across all kinds of material and all sources of supply, such as stationery; other costs will vary according to the source used, method communication and even the weight of material which must be returned to the supplier. ILL may have its own budget or at any rate charge some costs to other expense heads for budgeting purposes, but the visible costs at least have to be considered. Costing and payment procedures also need to be looked at since they can considerably increase costs; for example, a series of single invoices at a lower rate can often actually cost more than one single invoice at a higher rate. Training in basic cost analysis and accounting is essential.

Speed

This can be of paramount importance, especially to industry, commerce and medicine. The department within the company or organisation may be prepared to pay higher costs than the ILL unit would normally expect to pay to obtain a document as quickly as possible. On the other hand, the user's needs may not be at all urgent and the cheapest method of supply can be used even if it is also the slowest.

Some document supply centres offer various high-speed responses for extra payment. These should be studied carefully as they may need special routines, but their effectiveness can outweigh the costs and even a prompt negative response may be important. It should also be noted that speed is partly under the control of the requesting library.

Fill Rate

If time is at a premium it may be better to receive a negative response quickly than to wait for too long even if the document does eventually materialize. Once again cost

| | |
|---|---|
| | may preclude an approach to the most likely source of success. However, multiple applications in themselves incur extra costs and it may be cheaper to apply to a source which appears more expensive if the likelihood of success is greater than applying initially to a cheaper one. Training should include known performance of sources of supply. |
| Ease of Use | Systems which are cheaper than others in actual cash terms may be more expensive in staff time, slow and less successful. Training should include evaluation of supply sources in all these areas. |

These four criteria need to be considered in relation to each other. There may be a trade-off between speed and cost which depends on the impact of delay on the work of the user; between speed and satisfaction, where a quick negative reply is better than a positive one received after the need has passed; between cost and ease of use when the easier system is so much more expensive that its use cannot be justified unless, in turn, the relationship between cost and speed dictates that speed should outweigh cost, and so on. Training should be given to ILL staff to allow them to make such a judgement.

## 9. Files

Training should include an evaluation of the need for files. Files serve many purposes, some of which are secondary to the actual reason for their creation. These secondary reasons should not dictate the way the forms themselves are organised to the detriment of the ILL operation. Internal records may be needed for the following routines and ILL staff need to be able to decide which are necessary.

### The Requesting Library

- To record that an ILL request has been made by a user.

- To record an ILL request sent to another library or supplier.

- To record the receipt of an item on ILL from another library.

- To record the passing of an item borrowed from another library to the user.
- To record the return of the item from the user.
- To record overdues and recalls.
- To record the return of an item borrowed from another library.
- To record requests for photocopies (for copyright reasons)

The Source Library

- To record requests received.
- To record items retrieved from the library's main collection before lending them elsewhere.
- To record items sent on ILL.
- To note items returned from ILL.
- To note return of items to the main library stock.

Files can be organised in many ways for example:

- By author or title of book or title of journal.
- By name of user requesting the item.
- By ILL transaction identifier.
- By name of supplying library.
- By name of requesting library.
- By date of application made (either by the user or to another library).

Training should be given on legal or contractual requirements, e.g. to enable searches to be made by or for such organisations as copyright receipt agencies or public lending right offices, also on the length of time the records are kept and whether this depends on internal administration and possibly also legal requirements. Files may be regarded as confidential, especially in commercial or industrial situations. Nevertheless, there may be a legal requirement to make them available for inspection to authorised persons.

Disposal and retention of files should be examined as an essential element of ILL management.

Training should be given in the use of files for analysing ILL traffic.

The use of automation for these routines should be dealt with, the use of specifically designed software packages examined. The needs of the filing system should be carefully considered when such packages are being chosen for ILL procedures.

## 10. Statistics

Statistics of ILL requests provide useful information both for the ILL unit and for other parts of the library and the parent institution. They can be used to monitor staffing levels, requirements, acquisition programmes, postal facilities, communications technology, departmental spending and discarding policies. The following statistics can prove useful depending on the type of library, its function within the parent institution and its size. However, unwanted or unused statistics should never be kept. Training on the collection, recording and use of statistics is essential. Some crucial areas to include are:

| | |
|---|---|
| What is requested? | What types of material are requested? Which specific titles are demanded most frequently? |
| To which sources are requests sent? | How do they perform? What is their success rate, speed of supply, cost? Do they vary according to type of material or subject requested? |

| | |
|---|---|
| What are publication dates of material requested on ILL? | These may usefully be analysed by form, subject, etc. |
| Users | What category of users use the service? What do they request? Who never uses the service, or rarely? Why? |

Basic training in the analysis and significance of statistics is required. Amongst other purposes statistics can be used to help acquisitions departments in their programmes, adjust budgeting either for the ILL unit or for sections of the parent institution, assist in developing discarding procedures, indicate to the library types of user and their needs, and assist in planning resource-sharing activities in cooperative organisations.

The requirement to collect national and international statistics of ILL should be understood and the format for such collections known. Some countries follow the outline given in the National Interlending Code which is reproduced as an appendix to Chapter 6. The same applies to the collection of International ILL statistics which usually follow the outline given in International Lending: Principles and Guidelines for Procedure (1987) also reproduced in Chapter 6.

## 11. Legal Matters

Copyright legislation can often be complex and difficult to understand but it is most important that the ILL unit has clear and simple guidelines relating to copyright law. These should be drawn up by someone who knows something about both library procedures and the law of the country and copyright law in particular.

Amongst the many issues that should be entered are the following:

- What material is covered by copyright
- How long copyright lasts
- Different copyright regulations for different types of material

- The circumstances when, and for whom, copies may be made
- "Fair dealing" or "fair use" provisions in the law
- The proportions of a work in copyright that may be copied
- The relationship between contractual arrangements and copyright law
- Responsibility for infringement
- Copyright regulations relating to different types of library
- If the library is covered by any form of licence for copying, what this permits and methods of record keeping and payment

Implications of keeping ILL records and the law relating to data protection.

The provisions and implications of Public Lending Right Legislation.

## 12. Finance and Accounting

ILL units consume considerable sums of money and they may also earn some income for the library from other departments of the parent body when services are charged out. These facts need to fit into the overall finance and accounting procedures of the parent institution. Training should be given to familiarity with costing in the following areas:

Postal, tele- and electronic communications
Supporting staff
Equipment and furniture
Minor stationery and other requisites
Online and other searches
Accommodation costs
Procedures for invoicing and receiving money
Retention policies for income received for services

## TRAINING FOR THE REQUESTING LIBRARY

### 13. Requesting Policies

Training should include other ways of satisfying user needs besides interlending and how far they should be explored before the facility is offered. It is important for anyone working in ILL to know the policies of the library as they relate to the following issues.

- Who may use the ILL facility? Whether availability limited by rank or grade, relationship to the parent institution, type of work being done or other important factors

- What materials may be requested. Some libraries may restrict requests for certain types of material such as audiovisual or microforms. There may be rules restricting requests for "popular" materials. The library may be unwilling to use ILL for materials held by the library but not immediately available.

- When an ILL request may be made. Restrictions may exist for particular periods of the year such as vacations, national holidays or other reasons.

### 14. User Interview

It is often necessary to discuss requests with users because it can save time, energy and money. Users often do not fully understand library catalogues, bibliographies, footnotes and other tools which librarians take for granted. Also, they are not always definite about what it is that they require and a short discussion can help them to clarify their own needs as well as make better use of the library stock and services. The interview should begin by identifying what the user sees as his need. If ILL has been approached it is probably, but not certainly, a specific document. Training for interviews should include the following points:

- Is a specific document required or will any document on a given subject fulfil the need? In this case to what extent have the library's own resources been exploited? What is the eligibility of subject requests for extensive ILL searches?

- If a document is specified, what steps have been taken to find out if it is in the library? If the user has checked the catalogue should it be checked again? If the item is held by the library but is unavailable at the time is an ILL application still appropriate? This will depend on the circumstances and library policy.

- The need for a specific item on ILL or the acceptability of a similar work on the same topic, or a specific chapter within a more general work.

- Obtaining all necessary bibliographic details from the user and the source of reference. Interpretation of this for the user in the light of bibliographic knowledge.

- Use of internal request forms for the user as the record of the transaction. Such forms should contain all relevant bibliographic information.

- Whether any particular edition is essential/preferred or whether any will do.

  Whether formats of supply such as microforms, photocopies or particular AV formats are acceptable.

- Time limits within which the user must work out if there is a date after which the item will not longer be of use.

15. Verification

Verification has two quite distinct meanings. Firstly, it can be the verification that the bibliographic details of a document are correct and it really exists. Secondly, it can mean the verification that a particular library holds the item in question.

Before embarking on complex verifications, it should be confirmed that the item is not held by the user's own library. This single step can save time, effort and money. The use of union catalogues will deal with the other aspect of verification, namely location in other libraries collections. Information should be available about libraries which do not require holdings verification. If the details of the request require major amendments the item may prove to be located in the stock of the reader's own library.

If it is established that the item is not held by the library, consider to whom the request will be sent. The requirements for bibliographic verification of supply sources vary considerably and they should be studied in detail in a training course. A good knowledge of the policies of different sources of supply is essential. Supply sources with minimal verification requirements can save a lot of time and money.

Where supply sources require full bibliographic details to be supplied, every effort should be made to comply with their standards. Training should include the use of union catalogues or union lists and the use of online catalogues. Training should also be given in the use of major bibliographies such as national bibliographies, catalogues of major national libraries or standard works in the appropriate subject field.

In the case of requests for articles from periodicals the information provided should be as complete as possible.

If it is not possible to verify the details of the request either because the library does not have the relevant bibliographies or because the material is difficult to verify at all, e.g. much audiovisual material, some technical reports, government publications and theses, then the request should be annotated to show this and the information passed to the supply source which may have better facilities or be able to verify from its own catalogue.

If verification is not possible it should be clearly explained why, and what sources have been checked.

Where particular types of material are frequently requested, information on appropriate bibliographic tools should be supplied to enable a decision to purchase these to be considered.

## 16. Sources for Document Supply

An ILL unit should have as comprehensive a picture as possible of the sources for documents. These may include any or all of the following:

- Other libraries in the same administration such as other branches of public library systems, other company libraries, departmental libraries in universities and colleges and various government libraries.

- Local libraries in different organisations with which there may be informal co-operation.

- Local networks to which the library may belong and with which there are formalized agreements and codes of practice.

- Regional networks which may include a wide variety of libraries.

- National networks.

- The national centre for interlending and/or union catalogues. Some countries have a national centre which co-ordinates document supply services, and acts as a switching centre; some have centralized union catalogues which provide information about locations of materials but which are available online or in published form; and others again have several national centres specializing in particular subject areas. Many countries have no centralized system at all.

- Network of specialized libraries in a particular subject or profession.

- Libraries of academic or professional institutions of which the library or parent institution is a member and which provide services only to members.

- Private and personal collections.

- Commercial document suppliers.

- International supply sources. The possibilities and limitations of applying abroad should be clearly understood.

If any or all of these sources have catalogues of their holdings training should include their use, scope and currency. Part of the skill of the ILL librarian is the exploitation of specialised sources and guidance on what is available should be given.

## 17. Policies of supply sources

Before preparing any ILL form for despatch, the policies of the source to which the request is to be sent should be established. Failure to observe various protocols can cause not only delay but also irritation and annoyance. Interlibrary lending depends on goodwill as well as formal agreements.

The following points should be given attention:

- The lending policies of the supply source
- Any restrictions on the type of material lent or the purpose for which it is required
- Any restrictions on use of material, e.g. home reading
- Whether the supply source provides photocopies
- How much verification of requests is required by the supply source. If little is required this should not discharge the requesting library from the normal obligations.
- If a catalogue of the supply source's holdings is available, must the pressmark/shelfmark be included in the request
- Whether the supply source accepts requests for items which are not definitely known to be in the collection
- What forms are specified for use with the supply source
- What arrangements are necessary for payment for the transaction
- What other information will be required - e.g. membership details - for supply sources which deal only with registered clients

- If a commercial document supply source is used, how payment is arranged. Whether the library will have to register as a user before using the facility

## 18. Selecting a source of supply

Even when verification is complete and all possible sources identified there still remains the decision as to which source to approach first. There are a number of factors which may influence this choice.

- Which source is most likely to lend the item or provide a photocopy
- Which source is most likely to respond quickly
- Whether speed of reply or certainty of supply are crucial factors
- Which source will be cheapest
- Whether cost or speed is more important
- Whether some sources of supply may not be approached for reasons of confidentiality (commercial or military), political or ideological outlook, geography (too far away or too near to be willing to supply) or because they have specifically indicated they will not service requests
- What contracts or agreements are in effect

## 19. Preparing the request for transmission

Once a destination has been selected for the ILL request, the method of transmission has to be decided. This will vary according to the facilities in the requesting library and supply source. The method of transmission will also depend on the policies of the supply source.

### (a) Sending an ILL paper form

Various methods may be available. These should be studied and may include:

(a) national or commercial mail system
(b) dedicated mail system operated by a library network or consortium
(c) personal courier.

The form must be acceptable within the system chosen. When preparing forms attention should be paid to the essential elements. These will include some of the following:

- The bibliographic details of the material required. The detail required will vary according to the policies of the library to be approached and the sources available to the requesting library.

- The full address of the requesting library.

- The code or identifier of the requesting library if this is appropriate.

- The date of despatch.

- Type of supply requested, i.e. loan, photocopy or microform.

- Type of material such as monograph, thesis, technical report, translation, music score, audiovisual.

- Copyright declaration with signature or appropriate statement when a copy is requested if relevant.

- Extent of search required. Some libraries and union catalogues may be able to pass requests on to another library if unable to satisfy the request themselves.

- Special requirements may include: home reading; format (especially with audiovisual materials); date by which material is required.

Administration requirements such as provision of adhesive address labels. Whether such items as coupons are needed. Whether payment should accompany the form

The mechanics for actually sending the form through the chosen despatch method should be clearly understood.

The following points should be known:

- Particular types of envelope required and the source of their supply.
- Messenger services within the library or ways of despatching letters.
- Postal charges, who pays for postage, where and how much
- The control the library has over the method of despatch outside the library's authority

(b) Sending the data using electronic means

This includes:

- Telex/TWX
- Telefacsimile
- Electronic mail (general purpose)
- Electronic mail (database host)
- Telephone

Although elements to be transmitted are essentially the same as those for sending an actual form, a number of the data elements may be provided automatically and may not need to be specified, eg library's address or code. Training in which elements should be included, how this is done and message structure are essential. It should be ascertained what paperwork is necessary to comply with copyright law when despatching requests in this way.

When using any of these electronic forms of transmission it is necessary to know a number of facts about the communications facility (telephone, telex machine, terminal, etc). These facts should include:

- The overall control of the facility, whether specifically for library business or shared with other departments in the parent institution.
- Who controls the use of the facility
- When it is available.
- Whether it can be operated by library staff or only by a competent operator
- If the facility is distant from the library, how messages are sent from it taken to the operator
- Who pays and whether it is charged in general as an overhead or must the library pay for each use
- Whether the operator requires specific instructions when transmitting ILL requests such as protocols for coding. The requirements of different systems must be included.
- Whether special forms are needed to send ILL messages to the facility
- Whether construction of a file of telex/electronic mail numbers for sources frequently contacted by the ILL Unit, is worthwhile.

In addition, appropriate contact numbers of supply sources should be known together with the necessary extension number, name of department to be contacted or contact person where necessary.

## 20. Procedures following despatch of request

Once an ILL request has been despatched more work needs to be done. Training should include instructions regarding the internal paperwork relating to the request, as already outlined under "Files".

Training for following up requests when there has been no response should make staff aware that this period will vary according to the type of library to which the request has been sent, its geographical location (bearing in mind the variable quality of postal and courier services), and delays caused by local public holidays, variable staffing levels and the type of material requested which may be difficult to locate or retrieve.

Guidance should be given about what details of material requested need to be sent to the supplying library when requests need to be followed up and when the user should be told that his request is unlikely to be filled by the date specified, or at all.

## 21. Receipt of material requested

As soon as it appears that the material requested has arrived in the requesting library a number of checks should be carried out to ensure that the material can be passed to the user. Questions to be studied include:

- Whether the material received is that which was requested
- If the material supplied is basically right but there are significant differences such as date of publication, edition or variation in title.
- Whether the material is in the format requested. Photocopies of articles with illustrations may not be acceptable to users. Whether suitable equipment is available for audiovisual materials and microforms
- Whether the material has been damaged in transit
- Whether the material is complete

If material does not exactly correspond to that requested, there may be an explanatory note from the supply source.

If the user accepts what has been supplied, then this is a satisfactorily completed transaction.

If material is damaged or incomplete the supply source should be contacted immediately to find out the condition of the material when it was sent. It may be best then to establish:

- If the material was damaged in transit, responsibility for the cost of repair must be established.
- If material was damaged before it was sent, it may not meet the needs of the user in its damaged/incomplete condition. Damaged items should only be sent with the agreement of the requesting library.

Having established that the material is suitable for loan to the user, training should include the following details:

- The return date of the supply source. The loan period given to the user should reflect not only this but also the transit time to return the material to the supply source.
- Restrictions on use, e.g. only to be consulted in the borrowing library; no photocopying, not for use in public performances, etc.
- How the material should be returned as this could alter the loan period to the user.
- Whether renewals are allowed.

If any payment is required for the loan, and when this should be sent

Whether the supply source need to be notified that the materials have been received

Date of receipt may need to be recorded.

Training should be given as to which ILL records, if any, should be cancelled/destroyed at this point.

22. Passing material to the user

Once material is ready for loan, the user should be contacted. The possible method for this should be clearly outlined and instruction on the relevant paperwork given. The following possibilities should be included:

- By telephone (the library should have the user's number)
- By internal mail
- By ordinary mail
- By electronic mail
- By personal messenger
- Reliance on user calling in to check if his materials have arrived.

Advantages and disadvantages of each should be discussed. Guidance on details the user may need, should be given such as:

- Loan period and final date for return to the requesting library.
- If a photocopy is provided, whether it is for the user to retain or return to the library.
- If there is a fee, who pays and when
- How the item will be recalled if not returned in time
- Penalties for overdue items.
- Whether or not renewals are possible.
- Action if the item is lost/damaged by the user.
- Restrictions on use such as no home use.

## 23. Materials returned by user

Guidance should include ways to examine the materials returned by the user to determine:

- If they are those borrowed.
- If they are in the same condition as when lent. Types of material particularly in need of checking should be listed.

If materials are found to be damaged in any way training should be given on how the user should be approached. Any necessary measures to be taken should be mentioned.

Action regarding the cancellation of internal ILL records, needs to be discussed, bearing in mind the necessity to retain some for internal housekeeping and legal purposes.

The recall procedure necessary for overdue items should be outlined.

## 24. Returning materials to the supply source

When returning materials to the supply source all the conditions specified by the supplying library should be understood and complied with. Discussions need to be made on these points:

- What method of despatch is to be used
- If registered or similar mail is required.
- If insurance is necessary.
- What packaging materials must be used.
- Whether the supply source needs to be notified of despatch.
- If the supply source's return date is not being honoured, should some apology be included?

- What documentation should accompany the materials returned
- Any necessary labelling of packages.

If payment is required for the transaction, when this should be made and what is the regular billing procedure

Guidance is needed on how long records of date and method of despatch should be kept.

25. Negative replies

Supply sources may be unable or unwilling to fill requests. The three broad categories of negative response requiring different handling by the ILL unit, should be discussed.

(a) A completely negative response

If the supplying library is unable, or unwilling to supply the document requested, the requesting library must decide whether or not to approach another supply source. The questions which arise in this situation are:

- Is another location known or likely to exist for this material?
- Does the time limit specified by the user allow for a further search to be made?
- Does the request warrant further work? This is a subjective question but judgement must sometimes be exercised in interpreting the needs of the user against the capacity of the library to meet them.

If a further application is not to be made the interview with the user must be discussed . A prompt explanation for failure will be needed but a positive approach may elicit further information about other possible locations.

(b) Temporarily not available

The supply source may be willing to supply the material requested but it may not be available at present.

Some tact may be needed to find out how long the material is likely to be unavailable. The decisions to be taken are similar to those for (a) but other questions need to be asked and queried:

- Will the supply source hold the item when available?
- Does the delay in supply allow the user to obtain the material within the period specified? If so, the supply source can be notified that the application should be filled in due course. If not, this becomes a negative reply.
- Would application to another supply source result in a quicker supply of the material? If so, should application be made?

(c) Insufficient information

The supply source may be willing to supply the material but cannot identify what is required from the information given. Training is needed to improve bibliographic information when it is deficient, and in differing cataloguing practices. Information on whether the supply source is willing to do any bibliographic work on ILL requests is required.

The training given on the use of various bibliographic tools becomes vital at this point and can solve many problems.

If further details are found then either the request may be resubmitted to the original supply source or an alternative. Training should enable staff to make a professional judgement as to whether the amended details provide sufficient new information as to make a new search worthwhile. When looking at amended information knowledge of headings used in national bibliographies, union catalogues and standard bibliographical works is crucial when searching for a required item.

The amount of record keeping at each stage needs to be decided in the light of local circumstances.

## THE SUPPLY SOURCE

### 26. Supplying policies

Supply sources vary considerably in their attitude towards supplying material. The restrictions placed on ILL and photocopying should be understood. Copyright may restrict supply in some countries. When attempting to deal with any request from outside the library or its parent institution the following points should be included in any training:

- What may be loaned or photocopied. Any limitations on the collection being made available, differing policies for books and journals, restrictions imposed by contract against lending some materials, especially audiovisual materials, all need discussion.

- What the policy is regarding the supply of photocopies or microforms. Whether supply is restricted by copyright

- To whom items may be supplied. Restrictions may include:

  (a) Specific libraries or individuals, because of a past history.

  (b) Confidentiality. The library may be part of a commercial/industrial/government complex whose work is confidential and therefore materials may not be supplied to certain competitors/agents/hostile forces.

  (c) Political or ideological. Some countries or institutions will not supply materials to those countries/institutions with whose political or ideological stand they strongly disagree.

  (d) Limiting supply only to those libraries in membership of the same network(s) or the same category.

  (e) Geographical restrictions. Some libraries may be too distant from the supplying library, or so near that the user could make the short journey to consult the item personally.

- When material may be supplied. Some libraries restrict the ILL at certain times of the year either when staff may be limited or demand on materials is particularly high.

- What payments, if any, are charged to requestors. Levels of charging generally and the policy on charging for photocopies/duplicates should be known.

- How requests are received. The acceptability of electronic messaging, requests by telephone and which forms are required should all be known.

- Verification If the supply source accepts requests only if they have been checked against a published catalogue or online database to verify that the library holds the item. Whether the supply source accepts requests for material verified bibliographically but which the requesting library is not sure is held by the supply source.

## 27. Receiving a request

If requests regularly come by post or dedicated mail service users of the service should know exactly how to address envelopes to ensure they reach the ILL unit. If requests arrive by any form of electronic mail, telefacsimile or telex (TWX) users should know how to signal the beginning of a message to ensure it reaches the ILL unit.

If requests arrive by any form of electronic method and the facility is not situated in the library it is important to know how requests reach the library. Alternatives may be:

- Personal courier

- Internal mail

- Telephone message to relay the information

- Telephone message to inform library that a message has arrived for collection.

Instruction should be given to staff manning the receiving facility to help them identify ILL requests and despatch them to the library as quickly as possible. Messages received in this way may have an interim reply transmitted to the requestor. Staff should know what this is and how to deal with it.

The appropriate extension for requests received by telephone should be publicised if appropriate and the switchboard (if there is one) of the institution informed which library telephone is used for ILL.

Special training should be given when requests are received by telephone as words and abbreviations can be easily distorted and an appropriate letter identification code should be learned.

## 28. Processing a request

As requests may be received in a number of ways, eg telex (TWX), mail, electronic mail or telephone, training should include the different routines to be followed.

Regulations as to which types of request form are acceptable and the way in which they are submitted need to be known as well as what action should be taken if procedures are incorrect. Possible actions for discussion are:

- Process the request on this occasion but advise the requesting library that the form will not be accepted in future.

- Return the form with an explanatory note.

- Ask the requesting library to reapply on the appropriate form.

Once a request has been accepted for processing training should ensure that details checked for completeness, accuracy and legibility.

Elements to check include:

- The bibliographic reference. Accuracy cannot be checked at this point but it should not be so deficient or muddled as to be untraceable. Accuracy is the responsibility of the requesting library.

- The address of the requesting library.

- Compliance with copyright declarations when appropriate.

- Transaction identifiers if required, such as form numbers.

- Payment, if required, has been made and the details of all transactions received are recorded.

Training is needed on how to sort the requests according to the arrangement of the library's stock, or for checking against the catalogue if the requesting library has not already added a shelfmark or call number.

Guidance on management should include responsibility to check ILL requests against the catalogue. This may be the ILL unit staff or other staff in the library. Training should include how forms are passed to these staff and what happens to them subsequently.

Once material is identified as held by the library it will need to be checked for availability. Training should cover some important routines including:

- If the original request form is taken to the shelf, what routine is observed when the item is found.

- If another internal form is used at the shelf, who transcribes the details

- Once the item has been found and retrieved, how it is passed to the ILL unit

- If the item cannot be found or is missing or not available, how this information is given to the ILL unit

- If more bibliographic work needs to be done on the request, is this the responsibility of the ILL unit or other staff. Is it done for all or only for libraries with limited bibliographical resources?

If material cannot be identified from the information given the next step could be either:

- The request may be returned to the requesting library for more detail/information. The requesting library may be asked to state the source of reference, perhaps to provide a copy of this.

- The request may simply be returned as a negative response.

## 29. Checking material before despatch

Once the material has been retrieved from the shelf and passed to the ILL unit certain outlines need to be identified before despatch takes place.

- Material should exactly correspond to that requested. If not, it should correspond so closely that it may be what is required. If not, the material should be returned to the shelf and further checks should be considered.

- The material should be in the format requested. If it is not, further action needs to be considered.

- Any special conditions stated by the requesting library should be noted and, if they cannot met, appropriate action needs to be taken.

If all the conditions of the request are met, other factors need to be considered. Amongst these are the following:

- Any contractual agreements restricting the loan of the material.

- Whether the material is too old, fragile or rare to be lent.

- Whether the material belongs to a special collection or category which is not available for loan.

- Whether the material is non-circulating (eg an important reference work).

- Whether the material is in heavy demand within the library.

- Any restrictions on the supply of the material to particular libraries or types of library for security reasons (commercial or military).

- Whether the weight or size of the item make a loan excessively expensive or whether a photocopy of the appropriate part or microform of the whole be provided.

If a photocopy/microform has been requested, other questions arise and training will be needed to answer these. They include the following:

- Can the material required be legally photocopied? A good knowledge of the national copyright law on this point is essential.

- If it can be copied, is there a need for a declaration of some kind and has the requesting library complied with these regulations?

- Can a loan be substituted for a copy?

If a photocopy can be provided, some knowledge of copyright law and also of preservation is necessary.

Training should include being able to respond to the following questions:

- Is the material physically capable of being photocopied? Is it too fragile, tightly bound? Will the original quality result in poor quality copy?

- Is the material unsuitable for photocopying because illustrations, essential to the understanding of the text, will not reproduce satisfactorily?

- Can the material be microfilmed if photocopying is not a suitable solution? If so, will the requesting library accept a microform?

- Are there restrictions on supplying some documents to some libraries?

- If a photocopy or microform is to be provided, what procedures for having a copy made need to be followed?

- If material has to be copied to staff outside the ILL unit, what internal routines should be followed?

- Internal systems for temporary record-keeping, the making, supply and despatch of copies and quality control all need to be understood.

### 30. Despatch of material requested

When considering the despatch of material, the following points should be covered:

If materials are damaged or deficient:

- Whether the material should be supplied in a damaged or deficient form
- Whether the damage impairs the usefulness of the material
- What records should be kept of the damage/deficiency
- What documentation should accompany the material to explain the damage

If a photocopy or microform is provided:

- The quality and completeness should be checked and corrected if necessary.
- If the copy is poor quality but this is the best that can be achieved, what action should be taken

The mechanics of despatch need careful attention. The following points should be considered:

#### Records

- Bibliographic information to identify material.
- Name of requesting institution.
- Transaction identifier.

- Date of supply.
- Return date, if a loan.
- Any special conditions.

Mechanisms

- Any particular form of despatch stipulated and whether this can be used
- The packaging materials needed for the materials and/or their destination
- Any insurance needed
- Durable labels indicating ownership of the material supplied.
- Loan period, if applicable. This should be clearly shown.
- Instructions for return of the material if applicable.
- Labels for the return of the material.
- Responsibility for packaging the material and how far the library can control how packaging and despatch are carried out
- If payment is required, methods for sending an invoice or organising payment

Establish routines for recalling material on loan. How long should elapse before recalls

## 31. Returned materials

When materials are returned from loan there are some points to consider. These include:

- If the material supplied was for retention, but has been returned what action should be taken

- Whether the material returned is the material lent.

- If the material is damaged or deficient in any way, establish when and how this happened

- If the material is not that which was lent or has suffered damage whilst on loan, the action to be taken

Decide which records need to be retained and for how long for both internal and external purposes.

If any payment is required has it been made and when should it be made?

How are invoices raised by the ILL unit or through what department?

### 32. Negative response

The supply source cannot always satisfy requests. The main types of negative response have been mentioned earlier. Methods of dealing with these should be decided.

(a) Material requested not held by the supply source.

- Decide how a negative reply will be sent to the requesting library. Whether the library may pass the request forward to another source? Requests, via electronic mail or database facility may receive an automatic reply so protocols agreed within any networks or consortium should be adhered to.

(b) Material requested not immediately available.

- Decide whether to hold the request or tell the requesting library to reapply later. If requests are returned should the library indicate when the material is likely to become available, if this is known.

(c) Supplying library cannot satisfy material from the information given.

The supply source needs to decide whether to undertake further bibliographic work because of its specialized subject knowledge or wide range of bibliographic and reference tools.

Sometimes supplying libraries may be able to supply similar material but not exactly what is required. Examples of such cases are:

- A different edition is available.
- Material with very similar title/author is available but not exactly as requested.
- Different physical formats may be available from those specified, eg photocopy rather than loan, microforms, different audiovisual formats.

Decide the action to be taken in these and similar circumstances.

**INTERNATIONAL REQUESTS**

33. International interlibrary loan requests

Information is needed as to whether a library sees international interlending as a matter of obligation and/or of last resort, or whether it views all applications as equally valid from any country to libraries in any other.

If a loan is requested the following questions need to be considered.

- Should all national resources be exhausted before applying abroad?
- If there is a national clearinghouse for ILL requests, should this be tried?
- Whether the request is eligible for an international search. The general principles for deciding this should be known.
- If the request is eligible for an international search, how are these organised in the requesting library's own country.

If the request is for a photocopy or microform is it in order to approach either the national library of the country of publication or any major international document supply service direct? It may be necessary to use a national centre for this type of request. Any generally-agreed procedures in this case should be known.

Whether a loan or a photocopy/microform is required, the following points should be taken into consideration:

- The form(s) to be used for an international application. They may or may not be the same as a national request.
- Whether the need of the user can justify an application abroad.
- Time, cost, importance to the user and chances of success.

When preparing a request for international ILL the same basic principles should be applied as when making an application nationally. Certain points need particular attention and some extra points need to be mentioned:

- Establish the probable cost both actual and "hidden" of the transaction.
- If payment is required, how is payment to be made?
- The country of the requesting library should appear as part of the address. This may need to be added to standard stationery by a clerical operation.
- How will the request be transmitted.

## 34. Supply of international requests

The basic procedures are the same as for requests nationally. However, certain points need special attention:

- Whether the request should come through the agreed channels. If there is a national centre for international ILL should the form be processed there?
- Is the form used for the application one which the supply source will accept.

- Whether the type of material requested is suitable or available for loan abroad. Restrictions from contract, copyright, content or format may prevent the material being sent abroad.

Certain elements of the physical preparation of the loan which need attention. These include:

- Method of despatch. The question of airmail/surface mail can be crucial as it will affect both cost and time. International guidelines indicate airmail as the preferred method of transmission.

- Questions of registration and insurance are important for international ILL.

- Weight limits for different classes of material for airmail and surface mail should be underlined.

- Any special requirements for customs clearance should be known.

When the request is for a photocopy there may be copyright reasons why it cannot be satisfied.

Any items received on loan from abroad should be returned with the same attention to detail as for loans received within the library's own country. Note also any special requirements such as airmail or surface mail, insurance, special packaging and customs labels.

# CHAPTER SIX

## PRACTICAL ASPECTS OF INTERLENDING AND DOCUMENT SUPPLY

This chapter gives some practical advice about interlending and document supply as it is actually practised throughout the world. It provides some actual examples of references which could cause problems for the interlending librarian and these problems and steps to be taken to solve them, where possible, are outlined. Actual solutions cannot be given as these will depend on the type of library, its reference facilities, location in relation to other libraries and the resources of the country within which it is placed. The examples given are real ones from actual bibliographies or reference sources.

Following the actual examples, the text of several important and internationally agreed procedures is reprinted together with the contents of sample interlending codes from different parts of the world to show the content and scope of such codes.

The examples on the following pages begin with the assumption that the document has been sufficiently identified so that it can be established that it is not held in the library making the request in the first place. Such an assumption need not mean that bibliographic verification has taken place. If the request is for a document on a subject outside the scope of the library, no bibliographic verification may be needed: it is obvious that the document will not be held by the library.

Naturally different requests present different problems to librarians in varying circumstances. A request for a German dissertation will be less difficult for a librarian in Europe than for a colleague in the South Pacific; material in Hungarian will cause more problems for non-Hungarian speakers than for Hungarians! It is hoped that the examples given present a sufficient range of difficulties to enable them to be generally useful and that the skills which they require to find a solution are applicable regardless of the actual problem being faced.

Example 1

AUTHOR: SHARMAN, R. The AACOBS decision to encourage charging for inter-library loans

TITLE OF ARTICLE OR MONOGRAPH: LIBRARY ILLs: is there a cure?: Proceedings of the AACOBS (WA Branch) Seminar held in Perth on June 29, 1987.

JOURNAL TITLE:-

YEAR: 1987 VOLUME: PART: PAGES: 28-30

EDITION: PLACE OF PUBLICATION: Perth

PUBLISHER: AACOBS (WA Branch)

SPECIAL REQUIREMENTS: Photocopy of article wanted

READER'S SOURCE OF REFERENCE: Footnote in journal article.

Problems

References to conference literature are difficult to verify unless they concern major international conferences on scientific topics. The subject of the conference is clearly to do with libraries and the title of the article refers to inter-library loan (interlending). In addition, the title of the conference includes the word "ILLs" which is a joke (?) using the usual abbreviation for interlibrary loan (ILL). Standard abstracting/indexing tools in library science do not often include analytical entries for conference papers so this may be difficult to verify.

The existence of the proceedings as a published document may, itself, be difficult to ascertain. The proceedings are clearly from a fairly local conference and the page numbers may simply refer to a typescript. There are tools to verify the existence of the proceedings even if not the actual paper required.

Will verification of the conference proceedings as a whole be sufficient to allow an interlending transaction to be made?

The conference proceedings appear to have no editor which may make tracing through bibliographies less easy.

The place of publication is given as "Perth". There are several places with this name round the world but the additional information given in the PUBLISHER space says "WA" which presumably means "Western Australia" although this may not be obvious to all staff.

The publisher is given as "AACOBS (WA Branch)" which appears to be a society of some kind and may indicate that the proceedings have not really been published. Can the abbreviation "AACOBS" be expanded? If not, is this sufficient information to make an interlending request?

Although the reference is complete it is unlikely that it can be properly verified bibliographically or some of the detailed information about publisher supplied. However, if an application abroad (to Australia in this case) were necessary, it might well be considered sufficient detail to allow the request to be sent. If a photocopy of the reader's printed source of reference can be provided this may be sufficient verification.

### Result

This conference was held by the Western Australia Branch of the Australian Advisory Council for Bibliographic Services (AACOBS) and the papers were in fact published by them in Perth.

Example 2

AUTHOR: FENNESSY, Eamon T

TITLE OF ARTICLE OR MONOGRAPH: Document Supply: "legalised piracy in Britain"

JOURNAL TITLE: Logos

YEAR: 1990   VOLUME: 1   PART: 3   PAGES: 26-29

EDITION:   PLACE OF PUBLICATION:

SPECIAL REQUIREMENTS:

READER'S SOURCE OF THE REFERENCE: Letter from a friend

Problems

Although this reference looks quite satisfactory, and probably is correct, it poses a major problem for the interlending librarian. The title of the journal, "Logos", is a very common one: Ulrich's International Periodicals Directory for 1990/1 lists six such journals and the British Library Document Supply Centre has twelve in all with this title. Although the title of the article may indicate that it is a library science journal and the subject that it is from the UK, there is a possibility that it could be a journal of more general interest, or one from the publishing industry or even the legal profession as the subject appears to be the illegal copying of documents.

The source of reference is of limited value for verification purposes: although the correspondent may be reliable and accurate it is unlikely to help much with an application to another library requiring some proof of bibliographic accuracy.

Because the subject is rather vague and the journal is relatively new [this guide is being written in 1990] it may be difficult to trace a reference to it. It is just possible that the journal could be verified using Ulrich as this publication often carries information about journals which have not yet started publication or have only just begun during the period of the latest volume. If Ulrich is not available it may be difficult to sort out which "Logos" this reference refers to unless some access is available to lists of journals with their starting date of publication.

One useful method is to carry out a literature search for other papers by the author. This is not easy as the topic is rather vague and it is not easy to tell which services to use. Such services, may not, in any case, be available. If such a search were made it would indicate the author is actually from the USA. In view of the completeness of the reference, even if unverified, it may be possible to apply to another library for this item. However, an application abroad would be very difficult because the place of publication is not known.

Result

The journal Logos is published in the UK and deals with a wide range of topics in the publishing and library world. It is not published by a major publishing firm. The author, who is Director of the Copyright Clearance Center in the USA, is writing about the British Library Document Supply Centre for a UK audience.

Example 3

AUTHOR: PALMER, V, BELLASSAI, M C AND WIEDENKEHR, R R V

TITLE OF ARTICLE OR MONOGRAPH: Costs of owning, borrowing and disposing of periodical pulications

JOURNAL TITLE:

YEAR: 1977 VOLUME: PART: PAGES:

EDITION: PLACE OF PUBLICATION: Arlington

PUBLISHER: Center for Naval Research

SPECIAL REQUIREMENTS: Loan or photocopy acceptable

READER'S SOURCE OF THE REFERENCE: Journal reference

Initially this looks a fairly difficult reference to obtain. It appears to be a monograph but there are a number of things to cause the interlending librarian to be wary. Firstly the title of the monograph appears to have little to do with the apparent activities of the publisher. Secondly, such a title seems rather unlikely for a standard monograph. Thirdly, where is Arlington? Again, it is a name which could be in a number of countries, particularly Anglophone ones.

A search of any standard bibliographies available is made more difficult by the lack of information about the place of publication. The reference is clearly rather unusual and would not warrant transmission as an interlending transaction without further verification work. In addition, the difference between the subject-matter of the monograph and the name of the publisher would make any supplying library unlikely to accept the reference as it stands.

However, the spelling of the publisher's name, using the word "Center" is a good clue that Arlington is probably in the USA. The monograph might conceivably be a technical report rather than a monograph as such.

American reports can be identified from several sources including Government Reports Announcements & Index and Resources in Education. A search of one of these would reveal nothing relevant under "Palmer". However, a search under one of the other authors would reveal the truth about this illusive document.

## Result

The name of the first author has been wrongly given. The proper spelling is PALMOUR. Secondly, the reference found indicates as "ED" number: ED 274 821. Such report number series are easily obtained through the appropriate agencies in the USA and elsewhere. However, the user specified a loan or a photocopy. These reports are most often supplied as microfiche. The quality of such microfiche from documents of this age can be very variable and a paper copy may need to be ordered as the reader specified "loan or photocopy". However, paper copies can also be of poor quality and also expensive. The acceptability of microfiche for the reader should be checked before any final action is taken. Often such documents cannot be obtained through interlending but only by purchase which may cause added problems with the Acquisitions Section.

Interlending librarians should note that many journal editors use systems of reference which omit many essential elements for identifying the origin and availability of documents.

Example 4

AUTHOR: SPINDLER, Hermann

TITLE OF ARTICLE OR MONOGRAPH: Der Brunnen im Recht

JOURNAL TITLE:

YEAR: 1938 VOLUME: PART: PAGES:

EDITION: PLACE OF PUBLICATION: Würzburg

SPECIAL REQUIREMENTS:

PUBLISHER:

READER'S SOURCE OF THE REFERENCE: BM Cat

This reference is quite straightforward but it may take some time to locate the item required. It is quite old and many libraries may not have access to suitable national bibliographies so far back. There is a minimal amount of information which may make verification difficult. The source of reference given by the reader may need de-coding.

It is unlikely that this item would be found in the national union catalogue of many countries, other than a few with linguistic links to the original. Some library staff would need to establish in which country Würzburg is found. The subject is unusual but not incredible.

If the item is found nationally the source of reference should be consulted if available. "BM Cat" indicates the catalogue of the British Museum in London, now called the British Library Catalogue. If the original reference cannot be seen because the BL Catalogue is not available, a photocopy of the reader's source should be seen if possible.

Result

The original reference indicates this is a thesis "inaugural dissertation" presented to Würzburg University in Germany. Many European countries produce theses in multiple copies and distribute these to many major libraries in neighbouring and interested countries. However, an application to the Staatsbibliothek Preussischer Kulturbeitz in Berlin would eventually produce a copy of this thesis, either in original or microform. Although the document appears in the British Library Catalogue, that library will not always lend monographs from its collection, so its appearance in the Catalogue does not guarantee availability although it does provide verification for bibliographic purposes. Not many national bibliographies provide information about theses so consulting the appropriate authority may not reveal the necessary information.

Example 5

AUTHOR: SPERONI DEGLA ALVAROTTI

TITLE OF ARTICLE OR MONOGRAPH: Canace, tragedia

JOURNAL TITLE:

YEAR: 1562 VOLUME: PART: PAGES:

EDITION: PLACE OF PUBLICATION: Florence

SPECIAL REQUIREMENTS: Must be this edition

READER'S SOURCE OF THE REFERENCE: Scholarly bibliography

Problems

Although this work is not uncommon, it is unlikely to be held in many academic or national libraries unless they have very extensive antiquarian collections. It is probable that in most libraries it would not even be necessary to check to see if it is already held! This immediately raises the question of whether an interlending request is appropriate. Material of this age is listed only in major library catalogues of such materials. If such bibliographies are available the details should be checked but, as the reader has been very specific about the edition required, it is reasonable to assume the minor details, as well as the more general ones, have been checked. Such scholarly bibliographies are, in themselves, verification tools for this age of material. However, before sending off an interlending request, make sure that the details are correct and accurate, especially that the form of the name is right. This is particularly important if library staff are not familiar with (in this case) Italian, although the rule applies to almost any language, but especially when different forms are used from the familiar ones.

The material is old and it is unlikely that many libraries would be prepared to supply the original on loan. It is important to ascertain if a microform would suffice. This may not be suitable if the physical details of the work are being studied. It is also important to find out if the year specified is the only one that will be acceptable. This work actually came out in a number of editions with different prefaces and introductions and other works added so this edition may be crucial to the research being carried out.

Application to another library within the same country is the first step but it may, once again, be necessary to apply abroad. But where? The work is Italian and so the application should be made to Italy. But Italy has a decentralised interlending system and there is no one point for all international requests so that an educated guess must be made. As this work was published in Florence it may be best to apply to the National Central Library there.

### Result

The details given are exactly accurate and application should be made in the first instance to the National Library in Florence. If this fails the work is listed in the British Library Catalogue where it may be possible to purchase a microform edition. The price will be quite high and the time taken may be several weeks but this should ensure success. However, it would, again, conflict with Acquisitions Department in some libraries.

Example 6

AUTHOR: Not given

TITLE OF ARTICLE OR MONOGRAPH: Counter-action: customer services in public libraries

JOURNAL TITLE:

YEAR: 1989 VOLUME: PART: PAGES:

EDITION: PLACE OF PUBLICATION: Manchester

PUBLISHER: Manchester Polytechnic Department of Library and Information Studies and Tameside Libraries and Arts Department

SPECIAL REQUIREMENTS: Must be in Betamax format

READER'S SOURCE OF THE REFERENCE: Journal review article

Problems

The reader's note "Must be in Betamax format" informs the librarian immediately that this is a request for an audiovisual item. Betamax is a format of videocassette so this is a request to borrow a video on public library services.

There is no author. This is quite common with audiovisual materials but makes it more difficult to trace the material properly. Verification of such material is very difficult. The bibliographic control of non-print materials generally, is very poor in many countries. There is no indication from the reference as to where this material was produced: there are several "Manchesters" around the world.

Whether an interlending request is appropriate on this occasion will depend on a number of factors, but mostly it will be determined by the existence or otherwise of an interlending policy in the region or country for audiovisual materials. Some countries and regions willingly interlend such materials but many will not and there may be no facility to apply to another library.

If application is made to another library there is a further problem of identification. Few countries have union catalogues which include audiovisual materials, although the growth of online catalogues is improving this situation. This item has no author which makes it harder to identify. Even if it is found, there may be a problem with format as it is not known from the information given whether the material is in Betamax or not.

Some geographical research would reveal that Tameside Borough Council is a local authority in the UK which gives the country of origin.

## Results

Further investigation of the reader's source of reference would have revealed one or two important points which the reader omitted. Firstly, the format of the video is given as "VHS". This format is incompatible with Betamax and other libraries would hold it in the VHS format as that is how it has been produced. Only the originating organisation (Manchester Polytechnic) could transfer it to another format legally. Secondly, the price is given as £39.50 so the place of origin is UK.

As the format is wrong and it is unlikely that alternatives have been produced, this request would have to be refused. The only alternative would be to contact Manchester Polytechnic direct and ask if they could supply, probably for sale rather than loan, a Betamax version of this material.

Example 7

AUTHOR: The Programme Officer

TITLE OF ARTICLE OR MONOGRAPH: The UAP Programme

JOURNAL TITLE: Bibliography and Librarianship Abroad

YEAR: 1989 VOLUME: PART: 121 PAGES: ?

EDITION: PLACE OF PUBLICATION:

PUBLISHER: Lenin State Library

SPECIAL REQUIREMENTS:

READER'S SOURCE OF THE REFERENCE: Annual Report of the UAP Programme

Problems

The main problem for this reference is the journal title. Although the place of publication is not given, it can be deduced that this is Moscow, because this is the home of the Lenin State Library. Admittedly, it is not the only library in the world named after Lenin but it is the principal one and most of the others are within the USSR. This then raises the question as to whether this is an English-language journal published in the USSR or whether the title given is not the actual one of the journal. Extensive searching will not reveal any locations for Bibliography and Librarianship Abroad, so it must be assumed that this is a translation of a Russian-language title.

Without adequate linguistic skills it is not possible to reconstruct the original journal title and this may be a case where expertise in another library may be sought, demonstrating other aspects of library cooperation.

If the journal title can be established in the original language there is a fair chance of locating it, either within the library's own country or through international interlending networks from the USSR or some other major centre.

Clearly the subject-matter is, again, librarianship but just what UAP stands for will need the use of library encyclopaedias and reference works.

The name of the author is not given but, if the original source is checked it will be seen that the Annual Report of the UAP Programme is prepared by Marie-France Plassard, Programme Officer.

One alternative way of solving this particular problem would have been to check the bibliography on UAP which appears from time to time in the IFLA Journal. However, in this particular instance this would have led to further confusion as the original Russian-language version of the article title is given but the journal title is wrongly translated as Bibliotechnoe Delo i Bibliografiia za Rubezhom. The correct journal title is Bibliotekovedenie i Bibliografiya za Rubzhom. The first of these two titles had reached issue number 46 in 1990, the second issue 126; clearly the second is the correct title.

A further problem arises here: transliteration. Most libraries can work in only one script because of restrictions on linguistic knowledge, typewriters and computer functions. Decisions on transliteration need to be taken with regard to which system to use and what the supplying library is most likely to be able to understand. It must always be remembered that what looks incomprehensible to one person is commonplace to another.

## Result

The author can be established and the journal title, but only after considerable detective and linguistic work. Once these have been solved, the request is straightforward as the wrong journal reference gives the right pages, 10-17. (Although not strictly relevant to this discussion, UAP stands for Universal Availability of Publications.)

# APPENDIX

## INTERNATIONALLY AGREED CODES OF PRACTICE AND PROCEDURES

Contents

International lending: principles and guidelines for procedure (1987)

Model national interlending code

National interlending statistics

## EXAMPLES OF CODES OF PRACTICE

Contents

Model Handbook for Interlending and Copying (IFLA/Unesco)

Australia

Canada

Denmark

Sweden

USA

## EXAMPLES OF INTERLENDING FORMS

Australia

Finland

Germany

Sweden

UK (national and internatonal)

USA

IFLA (various versions)

# INTERNATIONAL LENDING*: PRINCIPLES AND GUIDELINES FOR PROCEDURE

The mutual use of individual collections is a necessary element of international cooperation by libraries. Just as no library can be self-sufficient in meeting all the information needs of its clientele, so no country can be self-sufficient. If the library service of a country is to be effective methods must be devised to obtain access to material held in other collections in other countries. International lending has as its aim the supply by one country to another, in the surest and fastest way, of documents that are not available in the country where they are needed.

The following guidelines, agreed by the Standing Committee of IFLA's Section on Interlending in 1978 and modified in 1987, represent a major revision of the Rules agreed by IFLA in 1954. While they have no mandatory force, and while every country must determine the ways in which it conducts interlending, the guidelines are strongly urged on individual countries and libraries as a basis for the conduct of international lending. They are preceded by a statement of Principles of international lending agreed in an earlier and slightly different version in 1976 by National Libraries and by the Standing Committee of IFLA's Section on Interlending, and are accompanied by a commentary which seeks to elucidate and amplify certain aspects of the guidelines.

## Principles of International Lending

1. Every country should accept responsibility for supplying to any other country, by loan or photocopy, copies of its own publications, certainly those published from the present date, and as far as possible retrospectively. This responsibility may be discharged in various ways, among which national loan/photocopy collections appear to have particular advantages.
2. Each country should have a national centre or centres to coordinate international lending activity for both incoming and outgoing requests. Such centres should be closely linked with, if not part of, the national library where there is one.
3. Each country should aim to develop an efficient national lending system, since national lending systems are the essential infrastructure of international lending.
4. As far as possible, photocopies or microfilms should be supplied in the place of loans of original copies.
5. Fast methods should be used for supplying and returning items. Airmail should be used whenever possible.
6. All requests should be dealt with expeditiously, having regard to accuracy, at all points: the requesting library, any intermediary used and the source library.
7. Standard and simple procedures should be developed and adopted, particularly procedures for requesting items and for reclaiming any payment.

## Guidelines for Procedure

### 1. General

Each library should, within any nationally agreed policy, use the most efficient methods for identifying locations of wanted documents and transmitting requests.

### Commentary

1.1 Speed of supply is extremely important to most users. Every effort should be made to follow routines which are simple and time-saving. International requests often take far longer to satisfy than those dealt with nationally so that should be modified where necessary procedure to reduce delays. All communications should be in clear and simple language and legible to avoid misunderstanding across linguistic barriers.

---

* 'Lending' is held to include the sending of photographic and other reproductions in place of the original.

## 2. National Centre for International Lending

2.1 Each country (or, in the case of federal countries, each state or province) should have a centre playing an active role in international lending. Its main functions are:

a) to act as a centre for the receipt of requests from abroad and their transmission onward to libraries within its own country when direct access to collections is not possible or accepted.

b) to act as a centre for the transmission of requests to foreign countries from libraries within its own country when direct access is not possible or not accepted.

c) to provide where necessary bibliographical support and expertise to ensure that requests sent abroad reach the required standards.

d) to gather statistical information from within its own country on international loan transactions and to send these figures regularly to the IFLA Office for International Lending.

2.2 Centres for international lending may, and should where possible, also perform the following functions:

a) to perform a coordinating role for national interlending.

b) act as the main national centre for the supervision and construction of union catalogues and their maintenance.

c) to have direct access to significant library collections in their own country.

d) to provide an information service on interlending.

e) to have responsbility for planning, developing and supervising an efficient national system of interlending where this function is not adequately performed by another agency.

### Commentary

2. The nomination or establishment of national centres to carry out the functions mentioned in 2.1 and 2.2 is strongly recommended as the most efficient and effective means of carrying out these functions. In those countries where no such national centre has been nominated or established the following recommendations are made:

2.1a Published guides, as comprehensive as possible, should be provided to facilitate the direction of requests by other countries. All libraries within the country should make strenuous efforts to observe the same procedures for handling and when necessary circulating requests received from other countries.

2.1b In the case of loans of originals, individual libraries should accept responsibility for ensuring that no loanable copy of a required work exists in another library within the country before sending requests abroad. See 3.4 below.

2.1c The collection of statistics, which is vital for monitoring trends and efficiency, should still be carried out on a national basis.

2.1d Strong coordination is essential if the international requirements and responsibilities of a country without a national centre are to be fulfilled efficiently. A coordinating body may be in a position to fulfil some of the functions of a national centre.

## 3. Procedure for Requesting

3.1 All requests using paper forms shall be on the forms authorized by IFLA, unless otherwise stipulated by the library to which requests are sent. Requests submitted by telex (TWX) or electronic mail shall conform to agreed standards.

3.2 To ensure that inadequate or inaccurate requests are not sent abroad the borrowing library shall verify, and where necessary complete, the bibliographic details of items requested to the best of its ability, giving the source of reference where possible. Where necessary or appropriate details shall be checked or completed by the national centre.

3.3 In the case of loans of originals, all reasonable efforts shall be made to ensure that no loanable copy is available in its own country before a request is sent abroad. Documents that are available in a country but are temporarily in use should only be requested on international loan in exceptional circumstances.

3.4 Requests should be sent by the fastest means available.

**Commentary**

3. **Requests for loans** should normally go through national centres, since otherwise it is very difficult to ensure that there is no other loanable copy in the country, and loans are expensive. It may be decided that it is easier, cheaper and faster to apply direct abroad (for example, when the only known location is outside the country); however, a record of all such requests should be sent to the national centre for information.
**Requests for photocopies** may however in appropriate cases be made direct to foreign libraries, not necessarily in the country of publication.

3.1 Forms should wherever possible be completed in typescript.

3.2 Inadequate requests cause delays, and may have to be returned for further checking.

Where a request is inadequate because the requesting library has insufficient bibliographic resources to check it, it should be checked by the national centre or centres before it is despatched.

3.4 This is the responsibility of the appropriate national centre when no comprehensive record of national holdings is generally available.

3.5 Fast methods include airmail, telex, telefacsimile, direct computer transmission and electronic mail.

## 4 Procedure for Supplying

4.1 Every country has a special responsibility to supply its own national imprints on international loan. No country or library is under an obligation to supply a work that has been requested, but all reasonable efforts should be made to satisfy international requests.

4.2 Items shall be sent direct to the requesting library except where, for administrative reasons, it is specifically required that they should be sent to the national centre.

4.3 All documents lent should be clearly marked with the name of the owning library.

4.4 Packages containing items sent in response to requests shall be clearly marked: 'INTERNATIONAL LOANS BETWEEN LIBRARIES'.

4.5 No library receiving a request should normally retain it for longer than one week (two weeks in the case of difficult requests) before supplying the item or returning the request to the national centre or the requesting library.

4.6 When a request cannot be satisfied, the requesting library should be notified at once.

4.7 When the satisfaction of a request is likely to be seriously delayed, the requesting library should be notified at once.

**Commentary**

4.1 The responsibility of each country to supply its own national imprints is emphasized: without the acceptance of such a responsibility, both availability and speed of supply are seriously jeopardized. This responsibility is an essential element in Universal Availability of Publications.

4.4 Clear statements on the outside of packages are necessary to avoid problems with Customs.

4.5 Difficult requests include requests that require extensive bibliographic checking and requests that are satisfied by making copies of long documents (eg microfilms of books).

4.6 & 4.7 Failure to notify inability to supply or delays in supplying causes further delays and uncertainty in the requesting library. In countries with no national centre, fast procedures should be devised to transmit to other libraries requests that cannot be satisfied. If such procedures are not possible, the requests should be returned at once to the requesting library.

## 5. Conditions of Supply

5.1 Where photocopies are supplied, libraries supplying and receiving them must abide by any requirements necessary to satisfy relevant copyright regulations.

5.2 Original documents when received by the borrowing library shall be used in accordance with its normal regulations, unless the supplying library stipulates certain conditions.

5.3 Items should be sent by the fastest postal service available.

### Commentary

5.3 It is recognized that is some cases the use of airmail, although desirable, may not be possible because the cost cannot be borne by either the borrowing or the supplying library. The use of fast methods of transmission is nevertheless very strongly urged, since slower methods may make libraries reluctant to lend and inconvenience the individual user.

## 6. Period of Loan

6.1 The loan period, which shall in all cases be specifically and clearly stated, shall normally be one month, excluding the time required for despatch and return of the documents. The supplying library may extend or curtail this time limit.

6.2 Application for extension of the loan period shall be made in time to reach the supplying library before the loan period has expired.

## 7. Procedure for Returning

7.1 Documents lent should be returned by the fastest postal service available. Packages shall be marked 'INTERNATIONAL LOANS BETWEEN LIBRARIES'.

7.2 Libraries returning documents shall observe any special stipulations by supplying libraries with regard to packaging, registration etc.

7.3 Documents shall be returned to the supplying library except where return to the national centre is specifically stipulated.

### Commentary

7.2 Special stipulations may relate to special packaging in the case of fragile documents or registration in the case of rare items.

## 8. Receipts

No receipts shall be provided either for the supply of an item or its return to the supplying library, unless specifically requested.

## 9. Responsibility for Loss or Damage

From the moment a library despatches an item to a requesting library until it returns, the requesting library shall normally be responsible for any loss or damage incurred, and pay the supplying library the full estimated cost of such loss or damage, including where requested any administrative costs involved.

### Commentary

It is in the interests of all concerned to ensure that all items are adequately packaged. Claims from supplying libraries for loss or damage cannot be seriously entertained if packaging by them has been inadequate.

Supplying libraries are expected to help where necessary with postal inquiries in cases of loss or damage.

## 10. Payment

Accounting and payment procedures should be minimized. Payment shall be made or waived according to agreements between the two countries or libraries involved. Payment between national centres or individual libraries receiving and providing a similar number of satisfied requests should be waived. Payment may also be waived when the number of items supplied to a particular country or library is so small as not to justify the accounting procedures involved.

### Commentary

Simplified methods of payment include:

a) prepaid systems, whereby national centres or libraries buy numbers of coupons in advance, and send an appropriate number of coupons with each request;

b) deposit accounts, whereby the supplying library holds a sum deposited by a requesting library and deducts amounts from it according to each item supplied;

c) flat-rate payments, whereby average rather than individual costs are recovered, or unit payments, whereby charges are made in a limited number of units. Either of these methods may be combined with pre-payment or deposit accounts.

Payment may be made by national centres, which may recover it from requesting libraires in their countries, or direct by requesting libraries, according to the system in operation in the requesting country. The requirements of the supplying library or country, which should be as simple and clear as possible, must in all cases be observed.

Different practices may be applied to loans and to photocopies or other reproductions sent in place of loans: for example, two countries, or a group of countries, may agree to waive charges for loans but not for photocopies.

## 11. Statistics

Libraries participating in international lending shall keep statistics of requests received from and sent to other countries, and those satisfied in each case. These statistics shall be sent each year to the national centre or national association for forwarding to the IFLA Office for International Lending.

### Commentary

The statistics to be collected should include:

1. The total number of requests sent abroad and the total satisfied a) by loan, b) by photocopy.

2. The total number of requests received from abroad and the total satisfied a) by loan, b) by photocopy.

The above statistics should preferably be kept in rank order by country.

Where it is not possible to collect figures for satisfaction rates over all requests, they may be estimated from sample surveys.

A fuller statement of recommended statistics is given in **IFLA Journal**, volume 3 number 2 1977, page 117-126: International lending statistics.

# MODEL NATIONAL INTERLIBRARY LENDING CODE

This model national code for interlibrary lending was drawn up in 1983 by the IFLA Office for International Lending for the IFLA Section on Interlending. It is recommended as a model for all countries that do not at present have a national code for interlibrary lending or that wish to revise existing codes.

A model national code clearly cannot take account of all variations in practice between countries. Provision has therefore been made for individual countries to include information specific to their country (see sections in square brackets).

If the model code cannot be adapted to any particular country's needs, the following checklist may be used as a guide to the topices that a code should cover.

i) definition of interlending
ii) a statement of any broad principles
iii) any other national regulations, manuals, etc that should be known
iv) verification of requests
v) location of required materials and or channels to be used
vi) standard formats
vii) transmission methods of requests
viii) treatment of requests received
ix) delivery of requested material
x) loan periods, return of material, renewals
xi) responsibility for loss of damage
xii) charges and payment procedures
xiii) statistics

## Scope

The object of this code is to improve efficiency by providing standard procedures for interlibrary lending ('interlending' for short). It does not preclude other agreements between local or subject-related gruops of libraries, nor does it apply to international lending (which has its own code agreed by IFLA)

## Definition

Interlending is the process whereby one library obtains from another specified library material requested by its users and not available from its own stock. The requested material may be sent as a temporary loan or a copy may be supplied or transmitted instead

## Principles

Interlending should be recognized as a vital element in making library materials available to users. Libraries are expected to acquire materials most likely to be required by their users but should also expect to borrow material from other libraries to meet legitimate demands by users for material that is not in stock. All libraries should publicize their interlending services to their users. In the interest of mutual support and the widest possible availability of published documents (which is in the public interest), libraries should be as liberal as possible in their interlending policies and should seek to develop and support a fast and efficient national system.

An awareness of the costs involved in servicing requests in important. Alternatives to interlending should be considered where economically justified, for example acquisition, personal visit to another library, another document on the same subject

It is legitimate to request any kind of library material, but rare, fragile, or bulky items, or items that cannot be photocopied and are in high local demand, are less likely to be readily supplied. The supplying library has the ultimate right to decide whether to supply any requested item.

Requesting libraries should be aware of existing regulations and agreements on interlending (state here any specific codes, manuals, etc that should be known). Supplying libraries should make available on request a statement of their interlending policy and charges.

### Requesting

Requests made by users should be scrutinized and despatched by the requesting library as quickly as possible: within one working day for straightforward requests and up to three working days for requests with poor bibliographic details. Where the details given by the user are inadequate or suspect, the requesting library should make a reasonable effort to verify the information in whatever bibliographic tools it possesses; if unsuccessful, it should state the sources tired.

Details of the requested item should be adequate for its identification by the supplying library. The exact bibliographic details required may vary from one supplying library to another. A source of reference should be quoted wherever possible.

Decisions on where to send requests should depend principally on the likelihood of first-time success; reapplication or circulation of requests among libraries is a principal cause of delay and high costs. If possible, a small number of regular channels should be utilized consistently. Large numbers of requests should be sent only to those libraries that are willing to accept them. Location tools, whether printed or on-line, and union catalogue centres should be used as and where appropriation (state any specific location services that should be used).

Standard request forms or other standard formats should be used (state any standard forms or formats that should be used). Where a loan, photocopy, microfilm, etc is specifically required, this should be stated on the request.

Where copyright restrictions may apply, a declaration should be made by the requesting library that it has conformed to them.

Requests should be despatched by fast transmission methods, for example by Telex or the fastest regular mail service (state any particular transmission method(s) that should be used).

### Supplying

Libraries receiving requests should deal with them as expeditiously as possible. When a request cannot be satisfied or if there is likely to be a serious delay in supplying (more than two weeks), then either the requesting library should be notified immediately or, if there is a rota of locations, the request should be passed to the next location.

The supplying library should ensure that items supplied on loan are clearly marked with the name and address of the owning library, the date by which the loan is to be returned and any special conditions that apply to it. Loan period should be adequate to allow for transmission in both directions as well as use by the borrower (state any standard loan period). Items supplied should be packaged carefully and addressed clearly, and despatched by fast postal or other delivery services.

### Receipt and return

The borrowing library should take due care of material received on loan and respect any special conditions. Loans should be returned in time to arrive at the supplying library by the due date. Requests for renewals should be avoided if possible and in any case should be made well before the due date; where no response is received, the renewal may be assumed to have been granted.

Notification of receipt of an item on loan or of its return to the supplying library is not necessary, unless specifically requested.

The borrowing library is responsible for any loss or damage of material loaned to it, from the time of its despatch by the supplying library to its return there. However, supplying libraries should take the precaution of insuring any particularly valuable items before despatching them.

### Payment

Where the number of requests is low or the number of items supplied between libraries is roughly in balance (that is, where accounting costs would be higher than the charges levied), then inter-library payments should be waived. However, large net lenders may justifiably charge for providing interlending services. Payment procedures should be simple and efficient, for example by using flat-rate charges or by batch invoicing. Supplying libraries should make information on their payment procedures and current charges readily available to requesting libraries.

Charges made by supplying libraries should not normally be passed on by borrowing libraries to individual users, although a small charge may be made so as to deter frivolous request.

## Statistics

All libraries should keep records of the number of requests sent to and received from other libraries, and the number satisfied in each case. Other basic statistics (which may be estimated by sample surveys if it is not possible to keep comprehensive figures) are the number satisfied by loan photocopy/microform and where possible, estimates of the speed of supply. Where a national body exists to co-ordinate of interlending statistics*, libraries should forward their statistics to it annually

## NATIONAL INTERLENDING STATISTICS

Name of library/institution:

1. The statistics should not include requests to or from other countries.
2. They should relate to a complete period of 12 months, preferably the last calender year: please state period covered by statistics:
3. Please answer as many questions as possible: the most important are starred (*).
4. Apart from questions A1 and B1, please give estimated percentages if exact figures are not known.

A. Requests sent to other libraries ‡

| | | Number | or | % |
|---|---|---|---|---|
| *1. | How many requests were sent to other libraries (excluding reapplications for the same request)? | | | |
| 1.1 | How many requests were for books? | | | |
| | journals? | | | |
| | other? | | | |
| *2. | How many of the requests were satisfied altogether? | | | |
| 2.1 | How many requests were satisfied for books? | | | |
| | journals? | | | |
| | other? | | | |
| 2.2 | How many requests were satisfied by first library tried? | | | |
| 2.3 | How many requests were satisfied with one week? | | | |
| | two weeks? | | | |
| | four weeks? | | | |

---

‡ Throughout the questionnaire the term 'libraries' is taken to include union catalogue, document centres, archives, and other document supply centres or agencies.

3. To which five libraries were most requests sent?

| | Name of Library | | |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4 | | | |
| 5. | | | |

B. Requests received from other libraries

| | | Number | or % |
|---|---|---|---|
| *1. | How many requests were received from other libraries? | | |
| *2. | How many of them were satisfied altogether? | | |
| 2.1 | How many were satisfied by loan? | | |
| | photocopy? | | |
| | microform? | | |

3. Which five libraries sent most requests to you?

| | Name of Library | | |
|---|---|---|---|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4 | | | |
| 5. | | | |

# MODEL HANDBOOK FOR INTERLENDING AND COPYING

Graham P Cornish

Published jointly by
IFLA Office for International Lending
and
Unesco

© IFLA/UNESCO 1988

# CONTENTS

Acknowledgement .. .. .. .. .. .. .. .. 5
Introduction .. .. .. .. .. .. .. .. .. 7

GENERAL MATTERS

1. Definitions .. .. .. .. .. .. .. .. 10
2. Policy .. .. .. .. .. .. .. .. .. 12
3. General Principles .. .. .. .. .. .. .. 13
4. Staff .. .. .. .. .. .. .. .. .. 15
5. Keeping up-to-date .. .. .. .. .. .. .. 17
6. Equipment .. .. .. .. .. .. .. .. 18
7. Publicity .. .. .. .. .. .. .. .. 20
8. User education .. .. .. .. .. .. .. 21
9. Basic considerations .. .. .. .. .. .. 22
10. Files .. .. .. .. .. .. .. .. .. 24
11. Statistics .. .. .. .. .. .. .. .. 26
12. Legal requirements .. .. .. .. .. .. 28
13. Finance and accounting .. .. .. .. .. 29

THE REQUESTING LIBRARY

14. Requesting policies .. .. .. .. .. .. 32
15. User interview .. .. .. .. .. .. .. 33
16. Verification .. .. .. .. .. .. .. .. 35
17. Sources for document supply .. .. .. .. 37
18. Selecting a source of supply .. .. .. .. 39
19. Policies of supply sources .. .. .. .. 40
20. Preparing the request for transmission .. .. .. 41
21. Procedures following despatch of request .. .. 44
22. Receipt of material requested .. .. .. .. 45
23. Passing material to the user .. .. .. .. 47
24. Materials returned by user .. .. .. .. 48
25. Returning materials to the supply source .. .. 49
26. Negative replies .. .. .. .. .. .. .. 50

THE SUPPLY SOURCE

27. Supplying policies .. .. .. .. .. .. .. 54
28. Receiving a request .. .. .. .. .. .. .. 56
29. Processing a request .. .. .. .. .. .. .. 57
30. Checking materials before despatch .. .. .. .. .. 59
31. Despatch of material requested .. .. .. .. .. 61
32. Returned materials .. .. .. .. .. .. .. 63
33. Negative response .. .. .. .. .. .. .. 64

INTERNATIONAL REQUESTS

34 International interlibrary loans requests .. .. .. 66
35 Supply of international ILL requests .. .. .. .. .. 68

APPENDICES

36 Select bibliography .. .. .. .. .. .. .. 72
37. Model national interlibrary lending code .. .. .. .. 73
38. International lending: principles and guidelines for procedure .. 76

# AUSLOAN 2

## CONTENTS

PAGE

Introduction ix
What is an inter-library loan? ix
1. Australian Advisory Council on Bibliographic Services (AACOBS) Inter-Library Loan Code 1
    *Part A:* Books, periodicals and microforms 1
    *Part B:* Audio Visual materials 3
2. Response time to requests 7
3. Source of reference and verification of requests 8
    Books and periodicals 8
    Conferences 9
    Government Publications 10
4. Location tools — Books and Audio Visual media 15
5. Location tools — Serials and newspapers 18
6. National Library of Australia 21
    Loan and Copy Service 21
7. Sending requests 25
    AACOBS approved form 25
    Telex 27
8. Record keeping 29
9. Library Association of Australia vouchers 31
10. Copyright 33
11. Some special documents 36
    NTIS reports 36
    Technical Specifications 37
    ERIC reports 41
    Standards 41
    Patents 42
    Theses — Australian 43
    Theses — Overseas 47
12. On-line searches — document supply services available 49
13. International inter-library loans 50
    IFLA loan/copy request forms 51
    British Library Document Supply Centre 52
    United States of America 52
    Sources of information on overseas libraries 53
14. Additional sources of information 55
15. Electronic message transmission 56
Index 58

# AUSTRALIAN INTER-LIBRARY LOAN MANUAL

Second Edition

Library Association of Australia
1986

# CLA/ASTED
# Interlibrary Loan Code

Revised by a Committee on the Interlibrary Loan Code and Procedures Manual, formed under the auspices of the CLA Information Services Co-ordinating Group

Committee members

Stephanie Blake
Barbara Brooks
Maureen Roe
Colleen Johnson, Convener

This code has been adopted officially by the Canadian Library Association and the Association pour l'Avancement des sciences et des techniques de la documentation

## Contents

Introduction

I. Definition ........ 1
II. Purpose ........ 1
III. Responsibility of borrowing libraries ........ 1
IV. Rights and responsibilities of lending libraries ........ 1
V. Scope ........ 1
VI. Expenses ........ 2
VII. Conditions of loans ........ 2
VIII. Bibliographic information ........ 2
IX. Placement of requests ........ 3
X. Form of request ........ 3
XI. Duration of loan ........ 3
XII. Notification and acknowledgement ........ 3
XIII. Violation of the code ........ 3

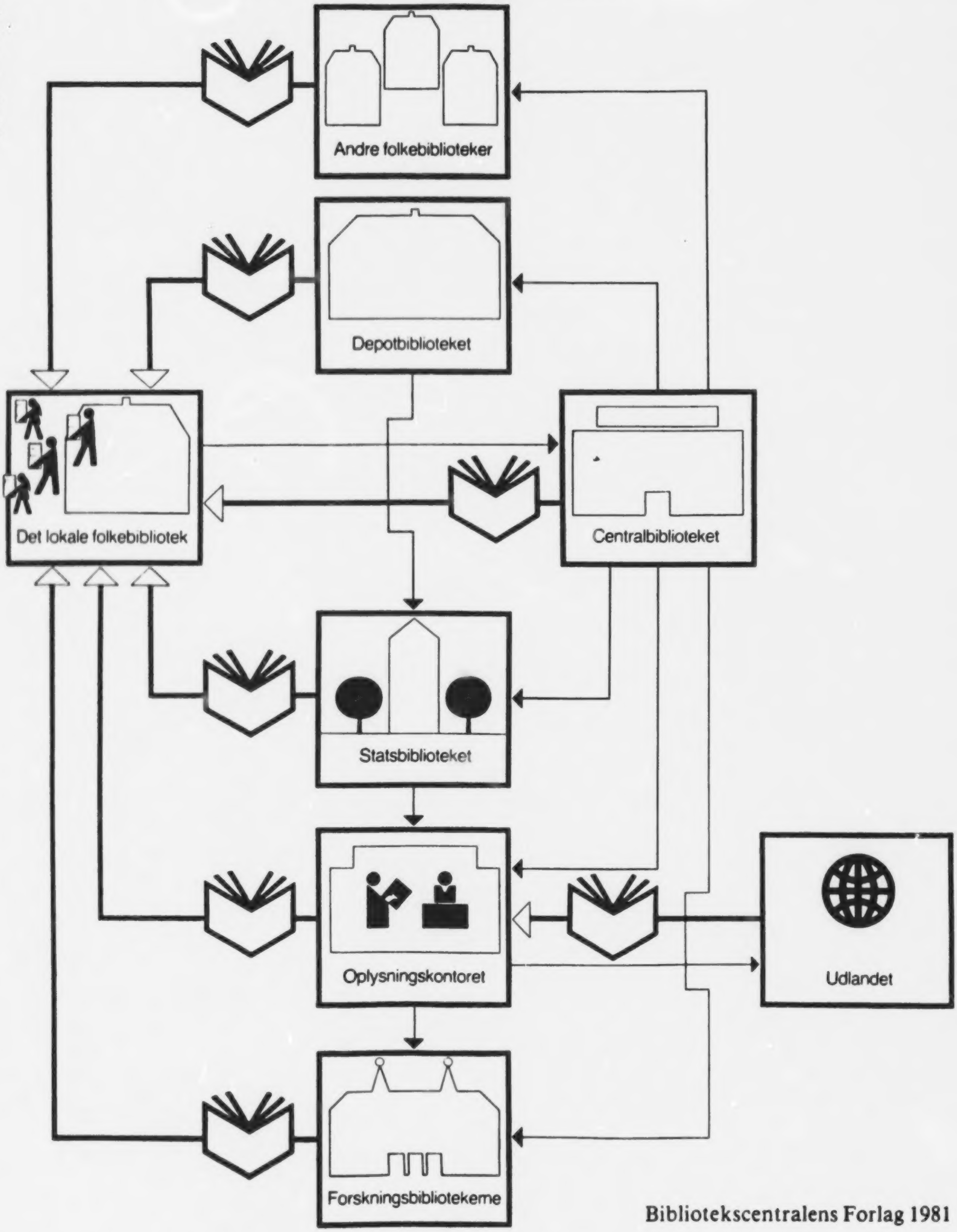
Canadian Library Association
151 Sparks Street, Ottawa, Ontario K1P 5E3

Association pour l'Avancement des sciences et des techniques
de la documentation
360, rue LeMoyne, Montréal, Québec H2Y 1Y3

02.15 Lånesamarbejde

# Lånesamarbejde

Gældende retningslinier for folkebibliotekerne



Bibliotekscentralens Forlag 1981

AMB/LØ 30.9.81

Lånesamarbejde. Gældende retningslinier for folkebibliotekerne. Samlet af Bibliotekernes Oplysningskontor. Bibliotekscentralens Forlag, 1981.

Inter-library lending. Current guidelines for public libraries. Collected by Bibliotekernes Oplysningskontor, The Danish Loan Centre.

Table of contents

1 General rules

2 Routing of the requests
    2.1 Danish publications
    2.2 Foreign publications
    2.3 Subject requests from public libraries to research libraries

3 The Storage Library for the Public Libraries
    3.1 Bookstock
    3.2 Procedure
    3.3 Rules for loan

4 The State Library of Århus
    4.1 Procedure
    4.2 Rules for loan

5 The Danish Loan Centre
    5.1 Procedure. Requests from public libraries
    5.2 Procedure. Requests for locations from research libraries
    5.3 Procedure. Other requests

6 Form of request
    6.1 Bibl.stand.58
    6.2 Bibl.stand.59. Subject requests

7 International loans
    7.1 Aim
    7.2 Principles
    7.3 Requesting publications from abroad
    7.4 Lending routes
    7.5 International loans from Scandinavian libraries
    7.6 International loans from BLLD and other libraries in the UK
    7.7 International loans from other countries (than UK, Norway and Sweden)
    7.8 Rules for international loans
    7.9 Reference

8 Rules for inter-library lending according to the Ministerial Order

Annex
    1 Libraries whose accessions are registred in the card catalogue of Bibliotekernes Oplysningskontor but not in the printed union catalogue of the Danish Research Libraries.

    2 Telex in libraries. A guideline

# fjärrlån

# Riktlinjer för fjärrlån

fastställda av
Sveriges allmänna biblioteksförening
1979 med

# Handledning och kommentarer

utarbetade av
Forskningsbiblioteksrådets arbetsgrupp
för fjärrlånefrågor

SVERIGES ALLMÄNNA BIBLIOTEKSFÖRENINGS HANDBÖCKER · 17

---

Bibliotekstjänst

## Innehåll

Förord 5

Riktlinjer för fjärrlån 7

Handledning och kommentarer 13
Definition av fjärrlån 14
Forsknings-, förvaltnings- och företagsbibliotekens instruktioner (§ 1) 15
Fjärrlånens syfte (§ 2) 15
Personal och hjälpmedel (§ 3) 16
Restriktioner (§ 4) 17
        Ömtåligt material 17
        Distributionsförbehåll 17
        Uppslagslitteratur 17
        Nya tidskriftshäften 17
        Musikinspelningar 18
        Skönlitteratur på svenska och praktiska handböcker 18
        Aktuella läromedel 18
        Veckotidningar 18
        Kursböcker 18
        Okatalogiserat tryck 18
        Nyutkomna böcker 18
    Pliktexemplar 19
Handskrifter (§ 5) 20
Låneansökan: SAB:s standardblankett (§ 6) 21
    Lånsökande bibliotek 21
    Till 21
    Låneansökan nr 22
    Låntagare 22
    Sökt arbete 22
        Monografier 22
            Författare 22
            Förlagsort 23
            Upplaga 23
            Utgivningstid 23
            Serietillhörighet 23
        Periodica 23
        Kongresser 24
        Rapporter 24
        Övrigt material 24
            Nottryck 24
            Mikrofilmade arkivalier 25
            Mikrofilmade dagstidningar 25
            AV-media 25
            Patent 25
            Utländska standards 25
    Källa 26
        Lokalisering 26
            Konsten att slå i gamla AK 27
        Bibliografisk beläggning 28
        Låntagarens källa 29
    Övriga blankettuppgifter 30
        Lånet önskas senast 30
        Remittera ej 30
        Endast angiven upplaga önskas 30
        Kopia önskas 30
        Endast hemlån önskas 30
        Underskrift 31
Låneansökan: Telex- och telefonbeställningar (§ 6) 31
        Telexbeställningar 31
        Telefonbeställningar 32
Låneansökan: Ämnesbeställningar (§ 6) 32
Ett decentraliserat system (§ 7) 33
Lånecentralerna och regionindelningen (§ 8) 34
Långivande bibliotek (§ 9) 35
Restriktioner för lånat material (§ 10) 36
Transporter och kvittering (§ 11) 37
Ansvar för lånat material (§ 12) 37
Lånetid (§ 13) 38
Skadat material (§ 14) 38
Ersättning för skadat eller förkommet material (§ 15) 39
Returer och emballage (§ 16) 39
Internationellt lånesamarbete (§ 17) 40
    Regler för samarbete inom Norden 40
    Internationella lån 41
Statistik (§ 18) 45

Bilagor 47
    1. Exempel på hur låneblanketter ifylles 49
            SAB:s blankett 49
            Monografier Ex 1 50
            Periodica Ex 2 50
            Kongresser Ex 3 51
            Rapporter Ex 4 51
            Telexbeställningar Ex 5a 52
            Telexbeställningar Ex 5b 53
            Ämnesbeställning Ex 6 54
            Följesedel Ex 7 55
        Stämpelförteckning 56
    2. Förkortningar som kan användas vid källhänvisning 57
    3. Sigelförteckning 65
    4. Exempel på IFLA-IATUL:s telexkoder 85

BEST COPY AVAILABLE

# INTERLIBRARY LOAN PRACTICES HANDBOOK

---

VIRGINIA BOUCHER

## Contents

FIGURES vii

PREFACE ix

ACKNOWLEDGMENTS xi

Chapter 1 INSTRUCTIONS FOR BORROWING LIBRARIES 1

Chapter 2 INSTRUCTIONS FOR LENDING LIBRARIES 42

Chapter 3 INTERLIBRARY LOAN, REPRODUCTION, AND THE COPYRIGHT LAW 52

Chapter 4 DISSERTATIONS AND MASTERS' THESES 73

Chapter 5 INTERLIBRARY COOPERATION 87

Chapter 6 INTERNATIONAL INTERLIBRARY LOAN 98

Chapter 7 MANAGEMENT OF INTERLIBRARY LOAN 113

APPENDIXES 133

BIBLIOGRAPHY OF VERIFICATION SOURCES 183
*by Ruth Freitag*

INDEX 193

AMERICAN LIBRARY ASSOCIATION
Chicago 1984

Date:

Not wanted after:

Call No.:

## INTER-LIBRARY LOAN REQUEST

AACOBS approved form.

Requesting library's name and address:

THE LIBRARIAN (INTER-LIBRARY LOANS
LOAN AND COPY SERVICE.
NATIONAL LIBRARY OF AUSTRALIA
CANBERRA, A C T 2600 AUSTRALIA

**AUTHOR**
or periodical title, volume, year and pages.

→

**TITLE**
with author for periodical articles. Include edition, place, publisher and date for monographs.

Requester requires:

☐ Copy for retention
☐ Loan
☐ Location
☐ Overseas location
☐ This edition only

**VERIFIED IN OR SOURCE OF REFERENCE:**

**REQUEST AUTHORISED BY**

(AUTHORISED OFFICER)

**The Librarian (Inter-Library Loans)**

**SPECIAL REQUIREMENTS:**

**A**

Lending library's record

**LAA VOUCHER No.:**

**REPORTS**

SENT ☐ Reg/Cert. mail ☐ Rail
☐ Van ☐ Courier ☐ Air freight
Date sent / / Date due / /
☐ For use in library only

**NOT SENT**
☐ Not for loan ☐ Cannot identify ☐ Not held
☐ On order ☐ In use ☐ Reserved for you
☐ Reapply / / ☐ Voucher returned

**SUGGESTED LOCATIONS/REMARKS:**

**RECORDS**
Rec'd Ret'd
By ☐ Reg./Cert. mail ☐ Rail
☐ Van ☐ Courier ☐ Air freight

**RENEWALS**
Request sent: / / Extn. granted to: / /

**COPYING DETAILS**
DATE COPY MADE / /
DATE OF DECLARATION / /

---

**KAUKOPALVELUTILAUS**
**FJÄRRLÅNSBESTÄLLNING**

1 Tilaajakirjasto, osoite *Låntagarbibliotekets namn o adress*

2 Tilaajan nimi ja arvo, oppilaitos *Låntagarens namn o titel, hogskola*

3 Tekija *Forfattare*

4 Artikkelin nimi *Artikelns titel*

5 Teoksen tai kausijulkaisun nimi *Bokens l tidskriftens titel*

| | | | | | |
|---|---|---|---|---|---|
| 6 Painopaikka *Tryckort* | 7 Volyymi *Volym* | 8 Vuosi *År* | 9 Numero *Nummer* | 10 Sivut *Sidor* | 11 ISBN *ISSN* |

12 Lahdeviittaus *Kallhanvisning*

13 Pvm *Datum*
14 Tarv viim *Behovs senast*
15 Allekirjoitus *Underskrift*

16 Tilaajakirjaston numero *Låntagarbibliotekets nr*

17 Pyydetaan *Onskas som*
☐ lainaksi *lån*
☐ paperijaljenne *papperskopia*
☐ mikrojaljenne *mikrokopia*

☐ 18 Saa tilata ulkomailta *Får bestallas fr utlandet*

19 Tiedusteltu aikaisemmin seuraavista kirjastoista *Tidigare efterfrågat i foljande bibliotek*

20 Tarkistettu *Belagt*
☐ yla
☐ ylb
☐ finuc-isbn
☐ vuosil
☐ hum
☐ nosp
☐ ibm
☐

21 Signum

22 Valittaja tai lahettajakirjaston tunnus, numero, vastaus *Formedlande l långivande biblioteks sigel, nummer, svar*

23 Lahetyspaiva *Avsant*

24 Erapaiva *Lånetiden utgår*

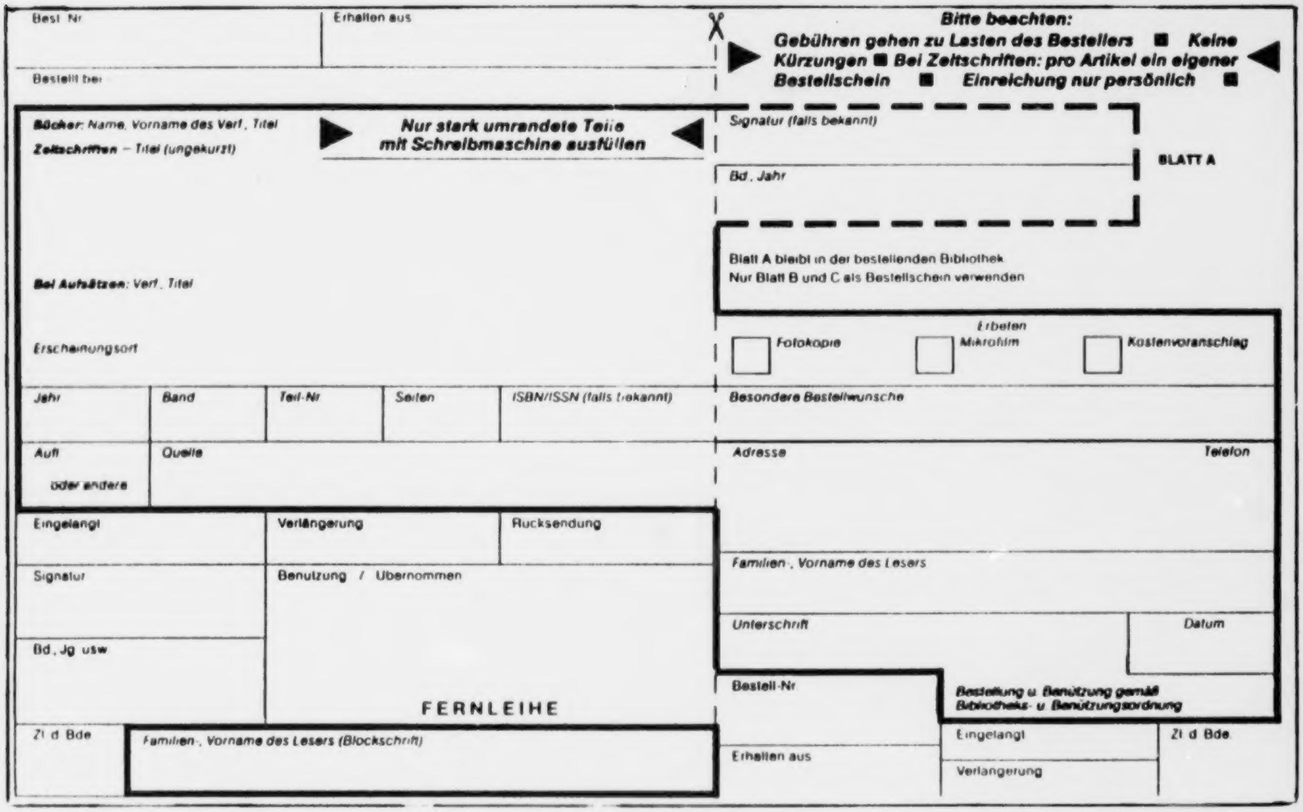
25 Nidosmaara *Antal vol*

☐ 26 Ei kotilain *Ej hemlån*

27 Pal *Returnerat*

28 Maksu *Avgift*

Australia/Finland



Best Nr

Erhalten aus

Bestellt bei

**Bitte beachten:**
**Gebühren gehen zu Lasten des Bestellers ■ Keine Kürzungen ■ Bei Zeitschriften: pro Artikel ein eigener Bestellschein ■ Einreichung nur persönlich ■**

**Nur stark umrandete Teile mit Schreibmaschine ausfüllen**

**Bücher**: Name, Vorname des Verf., Titel
**Zeitschriften** – Titel (ungekürzt)

**Bei Aufsätzen**: Verf., Titel

Erscheinungsort

Signatur (falls bekannt)

Bd., Jahr

BLATT A

Blatt A bleibt in der bestellenden Bibliothek
Nur Blatt B und C als Bestellschein verwenden

Erbeten
☐ Fotokopie ☐ Mikrofilm ☐ Kostenvoranschlag

| | | | | | |
|---|---|---|---|---|---|
| Jahr | Band | Teil-Nr | Seiten | ISBN/ISSN (falls bekannt) | Besondere Bestellwünsche |
| Aufl oder andere | Quelle | | | | Adresse Telefon |

Eingelangt

Verlängerung

Rucksendung

Signatur

Benutzung / Ubernommen

Bd., Jg usw

FERNLEIHE

Zl d Bde

Familien-, Vorname des Lesers (Blockschrift)

Familien-, Vorname des Lesers

Unterschrift

Datum

Bestell-Nr

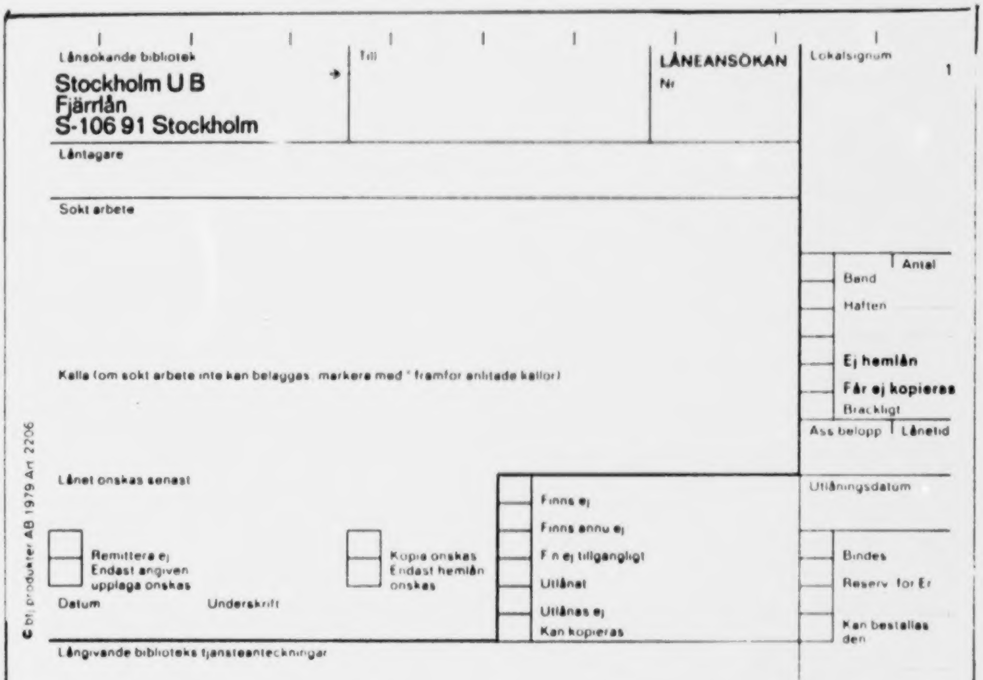
Bestellung u. Benützung gemäß Bibliotheks- u. Benützungsordnung

Erhalten aus

Eingelangt

Verlangerung

Zl d Bde



Lånsokande bibliotek
**Stockholm U B**
**Fjärrlån**
**S-106 91 Stockholm**

Till

LÅNEANSÖKAN
Nr

Lokalsignum

1

Låntagare

Sokt arbete

Antal

☐ Band

☐ Häften

☐

☐ **Ej hemlån**

☐ **Får ej kopieras**

☐ Bräckligt

Ass belopp

Lånetid

Kalla (om sokt arbete inte kan beläggas, markera med * framfor anlitade kallor)

Lånet onskas senast

☐ Remittera ej
☐ Endast angiven upplaga onskas

☐ Kopia onskas
☐ Endast hemlån onskas

Datum

Underskrift

☐ Finns ej

☐ Finns ännu ej

☐ F n ej tillgangligt

☐ Utlånat

☐ Utlånas ej

☐ Kan kopieras

Utlåningsdatum

☐ Bindes

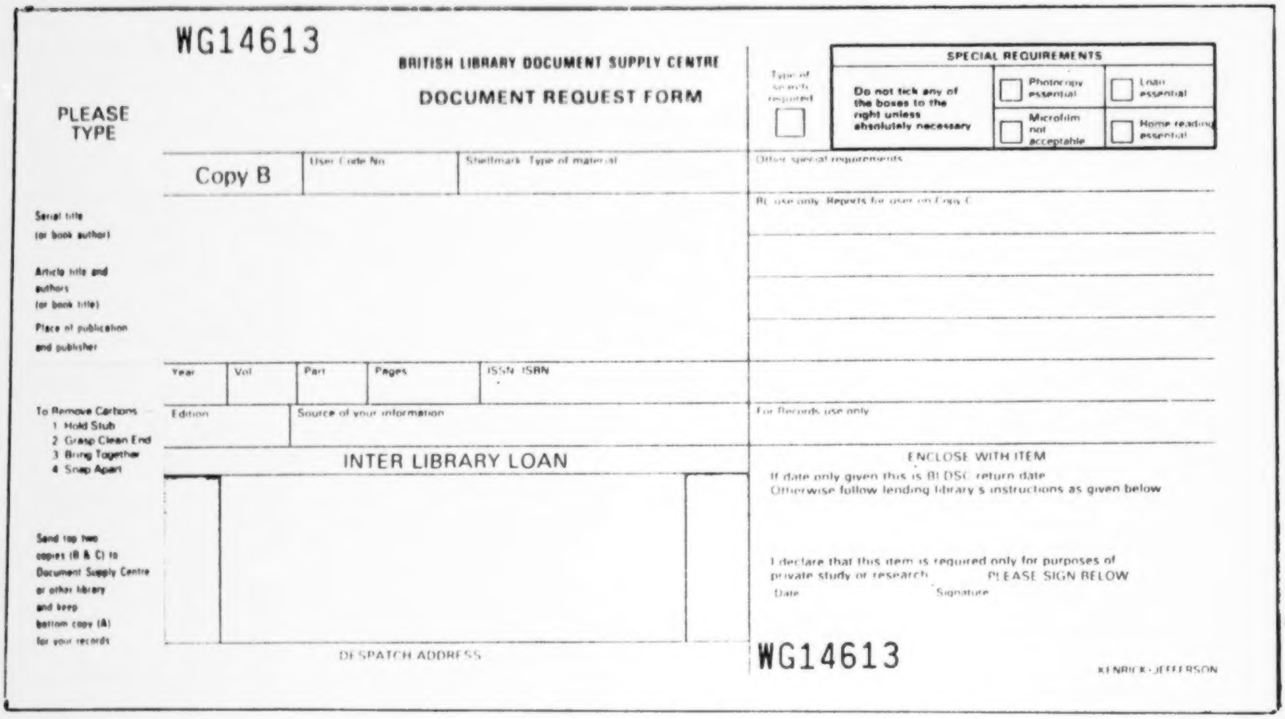
☐ Reserv. for Er

☐ Kan beställas den

Långivande biblioteks tjansteanteckningar

© bt; produkter AB 1979 Art 2206

Germany/Sweden



WG14613

**BRITISH LIBRARY DOCUMENT SUPPLY CENTRE**

**DOCUMENT REQUEST FORM**

PLEASE TYPE

Type of search required ☐

| SPECIAL REQUIREMENTS | | |
|---|---|---|
| **Do not tick any of the boxes to the right unless absolutely necessary** | ☐ Photocopy essential | ☐ Loan essential |
| | ☐ Microfilm not acceptable | ☐ Home reading essential |

| | | |
|---|---|---|
| Copy B | User Code No | Shelfmark Type of material |

Other special requirements

BL use only Reports for user on Copy C

Serial title (or book author)

Article title and authors (or book title)

Place of publication and publisher

| | | | | |
|---|---|---|---|---|
| Year | Vol | Part | Pages | ISSN ISBN |

| | |
|---|---|
| Edition | Source of your information |

For Records use only

To Remove Carbons
1 Hold Stub
2 Grasp Clean End
3 Bring Together
4 Snap Apart

INTER LIBRARY LOAN

DESPATCH ADDRESS

Send top two copies (B & C) to Document Supply Centre or other library and keep bottom copy (A) for your records

ENCLOSE WITH ITEM

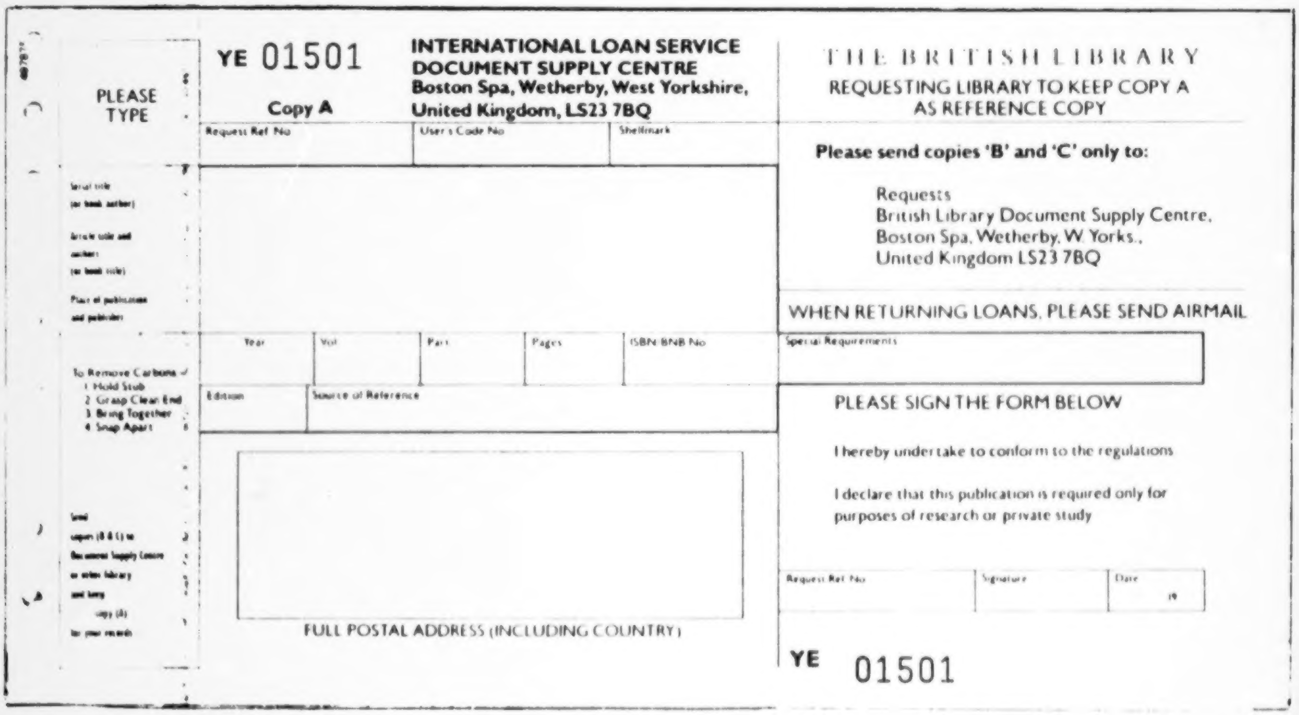
If date only given this is BLDSC return date
Otherwise follow lending library's instructions as given below

I declare that this item is required only for purposes of private study or research PLEASE SIGN BELOW

Date Signature

WG14613

KENRICK-JEFFERSON



YE 01501

**Copy A**

**INTERNATIONAL LOAN SERVICE**
**DOCUMENT SUPPLY CENTRE**
**Boston Spa, Wetherby, West Yorkshire,**
**United Kingdom, LS23 7BQ**

THE BRITISH LIBRARY

REQUESTING LIBRARY TO KEEP COPY A
AS REFERENCE COPY

PLEASE TYPE

| | | |
|---|---|---|
| Request Ref No | User's Code No | Shelfmark |

**Please send copies 'B' and 'C' only to:**

Requests
British Library Document Supply Centre,
Boston Spa, Wetherby, W. Yorks.,
United Kingdom LS23 7BQ

Serial title (or book author)

Article title and authors (or book title)

Place of publication and publisher

WHEN RETURNING LOANS, PLEASE SEND AIRMAIL

| | | | | |
|---|---|---|---|---|
| Year | Vol | Part | Pages | ISBN BNB No |

Special Requirements

| | |
|---|---|
| Edition | Source of Reference |

To Remove Carbons
1 Hold Stub
2 Grasp Clean End
3 Bring Together
4 Snap Apart

PLEASE SIGN THE FORM BELOW

I hereby undertake to conform to the regulations

I declare that this publication is required only for purposes of research or private study

Send copies (B & C) to Document Supply Centre or other library and keep copy (A) for your records

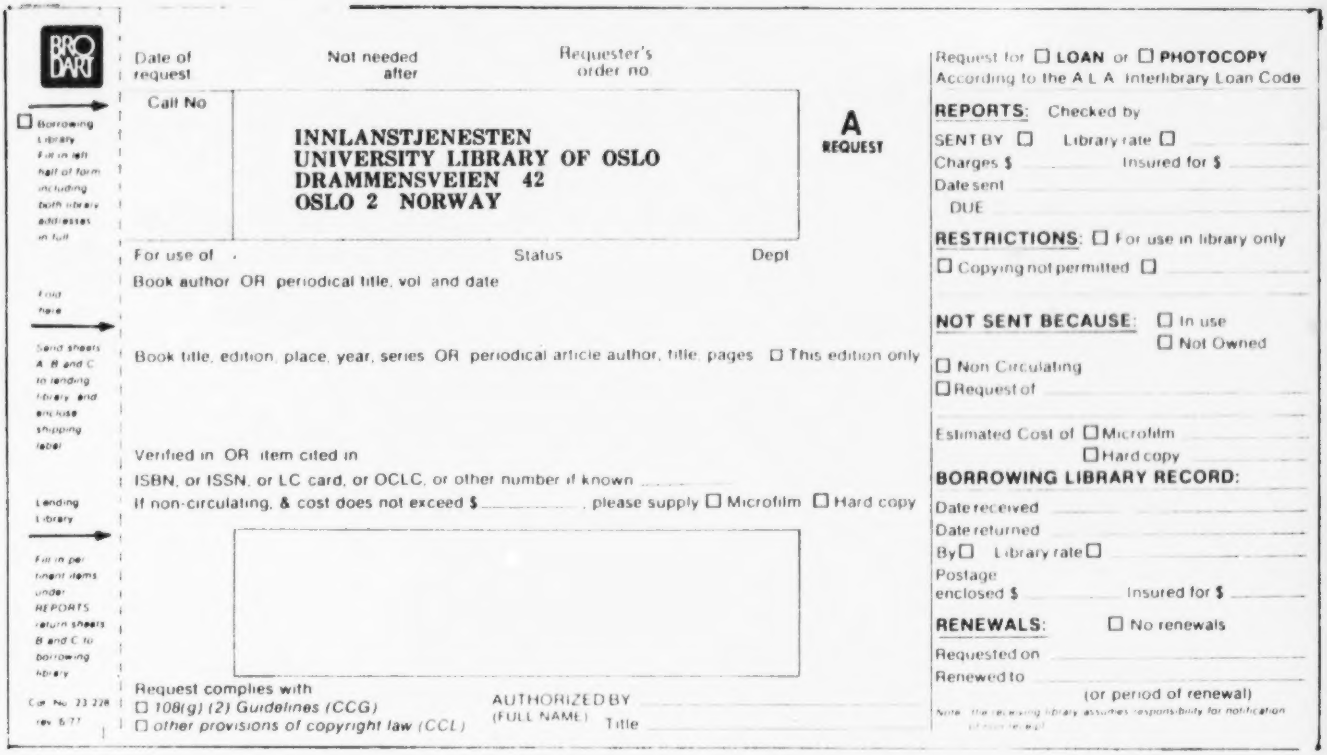
FULL POSTAL ADDRESS (INCLUDING COUNTRY)

| | | |
|---|---|---|
| Request Ref No | Signature | Date 19 |

YE 01501

United Kingdom (national/international)

BEST COPY AVAILABLE



BRO DART

☐ Borrowing Library Fill in left half of form including both library addresses in full

Fold here

Send sheets A, B and C to lending library and enclose shipping label

Lending Library

Fill in pertinent items under REPORTS return sheets B and C to borrowing library

Cat. No. 23-228 rev. 6/77

Date of request

Not needed after

Requester's order no.

Call No

INNLANSTJENESTEN
UNIVERSITY LIBRARY OF OSLO
DRAMMENSVEIEN 42
OSLO 2 NORWAY

**A**
**REQUEST**

For use of

Status

Dept

Book author OR periodical title, vol and date

Book title, edition, place, year, series OR periodical article author, title, pages ☐ This edition only

Verified in OR item cited in

ISBN, or ISSN, or LC card, or OCLC, or other number if known

If non-circulating, & cost does not exceed $ ______, please supply ☐ Microfilm ☐ Hard copy

Request complies with
☐ *108(g) (2) Guidelines (CCG)*
☐ *other provisions of copyright law (CCL)*

AUTHORIZED BY
(FULL NAME) Title

Request for ☐ **LOAN** or ☐ **PHOTOCOPY**
According to the A L A Interlibrary Loan Code

**REPORTS:** Checked by

SENT BY ☐ Library rate ☐

Charges $ Insured for $

Date sent

DUE

**RESTRICTIONS:** ☐ For use in library only

☐ Copying not permitted ☐

**NOT SENT BECAUSE:** ☐ In use
☐ Not Owned

☐ Non Circulating

☐ Request of

Estimated Cost of ☐ Microfilm
☐ Hard copy

**BORROWING LIBRARY RECORD:**

Date received

Date returned

By ☐ Library rate ☐

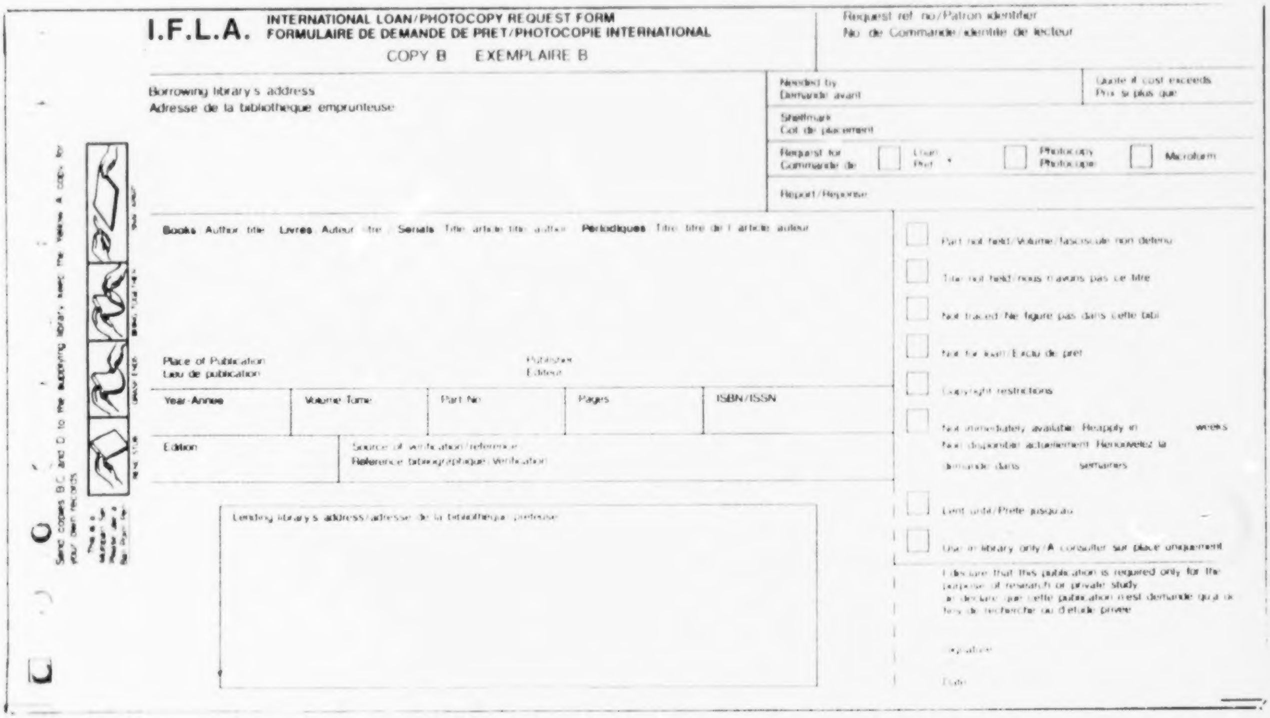
Postage enclosed $ Insured for $

**RENEWALS:** ☐ No renewals

Requested on

Renewed to
(or period of renewal)

Note: the receiving library assumes responsibility for notification of non-receipt



**I.F.L.A.** INTERNATIONAL LOAN/PHOTOCOPY REQUEST FORM
FORMULAIRE DE DEMANDE DE PRET/PHOTOCOPIE INTERNATIONAL

COPY B EXEMPLAIRE B

Request ref. no/Patron identifier
No de Commande/identite de lecteur

Borrowing library's address
Adresse de la bibliotheque emprunteuse

Needed by
Demande avant

Quote if cost exceeds
Prix si plus que

Shelfmark
Cot de placement

Request for
Commande de ☐ Loan
Pret ☐ Photocopy
Photocopie ☐ Microform

Report/Reponse

**Books** Author title **Livres** Auteur titre **Serials** Title article title author **Periodiques** Titre titre de l article auteur

Place of Publication
Lieu de publication

Publisher
Editeur

| | | | | |
|---|---|---|---|---|
| Year Annee | Volume Tome | Part No | Pages | ISBN/ISSN |

Edition

Source of verification/reference
Reference bibliographique Verification

Lending library's address/adresse de la bibliotheque preteuse

☐ Part not held/Volume/fascicule non detenu

☐ Title not held/nous n'avons pas ce titre

☐ Not traced/Ne figure pas dans cette bibl

☐ Not for loan/Exclu de pret

☐ Copyright restrictions

☐ Not immediately available. Reapply in weeks
Non disponible actuellement. Renouvelez la demande dans semaines

☐ Lent until/Prete jusqu'au

☐ Use in library only/A consulter sur place uniquement

I declare that this publication is required only for the purpose of research or private study
Je declare que cette publication n'est demande qu'a des fins de recherche ou d'etude privee

Signature

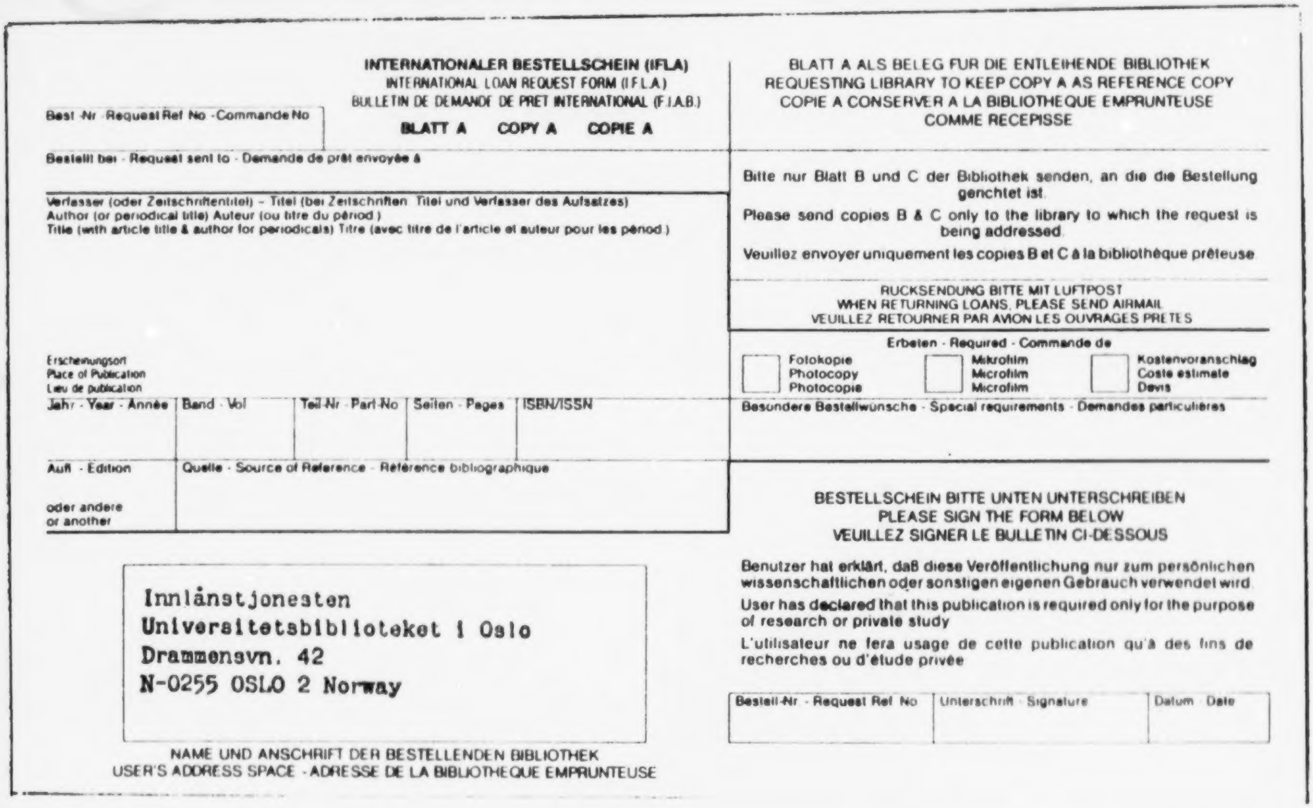
Date

Send copies B,C and D to the supplying library, keep the Yellow A copy for your own records.

C

[illegible] IFLA Form

BEST COPY AVAILABLE



**INTERNATIONALER BESTELLSCHEIN (IFLA)**
INTERNATIONAL LOAN REQUEST FORM (I.F.L.A.)
BULLETIN DE DEMANDE DE PRET INTERNATIONAL (F.I.A.B.)

**BLATT A COPY A COPIE A**

Best.-Nr. · Request Ref. No. · Commande No

Bestellt bei · Request sent to · Demande de prêt envoyée à

Verfasser (oder Zeitschriftentitel) – Titel (bei Zeitschriften Titel und Verfasser des Aufsatzes)
Author (or periodical title) Auteur (ou titre du périod.)
Title (with article title & author for periodicals) Titre (avec titre de l'article et auteur pour les périod.)

Erscheinungsort
Place of Publication
Lieu de publication

| | | | | |
|---|---|---|---|---|
| Jahr · Year · Année | Band · Vol | Teil-Nr. · Part-No | Seiten · Pages | ISBN/ISSN |
| Aufl. · Edition<br>oder andere<br>or another | Quelle · Source of Reference · Référence bibliographique | | | |

Innlånstjonesten
Universitetsbiblioteket i Oslo
Drammensvn. 42
N-0255 OSLO 2 Norway

NAME UND ANSCHRIFT DER BESTELLENDEN BIBLIOTHEK
USER'S ADDRESS SPACE · ADRESSE DE LA BIBLIOTHEQUE EMPRUNTEUSE

BLATT A ALS BELEG FUR DIE ENTLEIHENDE BIBLIOTHEK
REQUESTING LIBRARY TO KEEP COPY A AS REFERENCE COPY
COPIE A CONSERVER A LA BIBLIOTHEQUE EMPRUNTEUSE
COMME RECEPISSE

Bitte nur Blatt B und C der Bibliothek senden, an die die Bestellung gerichtet ist.

Please send copies B & C only to the library to which the request is being addressed.

Veuillez envoyer uniquement les copies B et C à la bibliothèque prêteuse

RUCKSENDUNG BITTE MIT LUFTPOST
WHEN RETURNING LOANS, PLEASE SEND AIRMAIL
VEUILLEZ RETOURNER PAR AVION LES OUVRAGES PRETES

Erbeten · Required · Commande de

| | | |
|---|---|---|
| ☐ Fotokopie<br>Photocopy<br>Photocopie | ☐ Mikrofilm<br>Microfilm<br>Microfilm | ☐ Kostenvoranschlag<br>Coste estimate<br>Devis |

Besondere Bestellwünsche · Special requirements · Demandes particulières

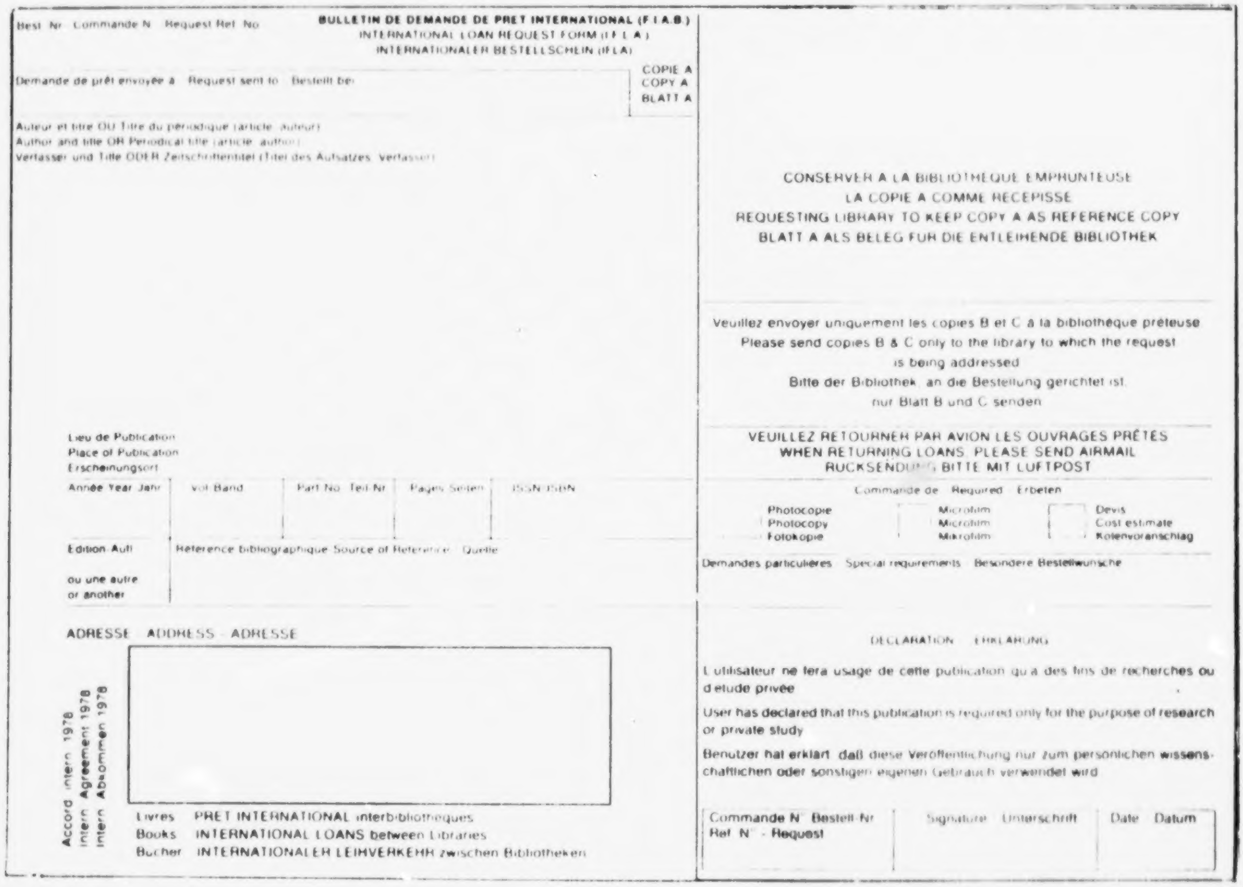
BESTELLSCHEIN BITTE UNTEN UNTERSCHREIBEN
PLEASE SIGN THE FORM BELOW
VEUILLEZ SIGNER LE BULLETIN CI-DESSOUS

Benutzer hat erklärt, daß diese Veröffentlichung nur zum persönlichen wissenschaftlichen oder sonstigen eigenen Gebrauch verwendet wird.

User has declared that this publication is required only for the purpose of research or private study

L'utilisateur ne fera usage de cette publication qu'à des fins de recherches ou d'étude privée

| | | |
|---|---|---|
| Bestell-Nr. · Request Ref. No | Unterschrift · Signature | Datum · Date |



Best. Nr. · Commande N · Request Ref. No

**BULLETIN DE DEMANDE DE PRET INTERNATIONAL (F.I.A.B.)**
INTERNATIONAL LOAN REQUEST FORM (I.F.L.A.)
INTERNATIONALER BESTELLSCHEIN (IFLA)

COPIE A
COPY A
BLATT A

Demande de prêt envoyée à · Request sent to · Bestellt bei

Auteur et titre OU Titre du périodique (article, auteur)
Author and title OR Periodical title (article, author)
Verfasser und Title ODER Zeitschriftentitel (Titel des Aufsatzes, Verfasser)

Lieu de Publication
Place of Publication
Erscheinungsort

| | | | | |
|---|---|---|---|---|
| Année Year Jahr | Vol Band | Part No · Teil-Nr | Pages Seiten | ISSN ISBN |
| Edition Aufl<br>ou une autre<br>or another | Référence bibliographique Source of Reference · Quelle | | | |

ADRESSE · ADDRESS · ADRESSE

Accord intern. 1978
Intern. Agreement 1978
Intern. Abkommen 1978

Livres PRET INTERNATIONAL interbibliothèques
Books INTERNATIONAL LOANS between Libraries
Bücher INTERNATIONALER LEIHVERKEHR zwischen Bibliotheken

CONSERVER A LA BIBLIOTHEQUE EMPRUNTEUSE
LA COPIE A COMME RECEPISSE
REQUESTING LIBRARY TO KEEP COPY A AS REFERENCE COPY
BLATT A ALS BELEG FUR DIE ENTLEIHENDE BIBLIOTHEK

Veuillez envoyer uniquement les copies B et C à la bibliothèque prêteuse
Please send copies B & C only to the library to which the request
is being addressed
Bitte der Bibliothek, an die Bestellung gerichtet ist,
nur Blatt B und C senden

VEUILLEZ RETOURNER PAR AVION LES OUVRAGES PRÊTES
WHEN RETURNING LOANS, PLEASE SEND AIRMAIL
RUCKSENDUNG BITTE MIT LUFTPOST

Commande de · Required · Erbeten

| | | |
|---|---|---|
| ☐ Photocopie<br>Photocopy<br>Fotokopie | ☐ Microfilm<br>Microfilm<br>Mikrofilm | ☐ Devis<br>Cost estimate<br>Kotenvoranschlag |

Demandes particulières · Special requirements · Besondere Bestellwünsche

DECLARATION · ERKLARUNG

L'utilisateur ne fera usage de cette publication qu'à des fins de recherches ou d'étude privée

User has declared that this publication is required only for the purpose of research or private study

Benutzer hat erklärt, daß diese Veröffentlichung nur zum persönlichen wissenschaftlichen oder sonstigen eigenen Gebrauch verwendet wird

| | | |
|---|---|---|
| Commande N° · Bestell-Nr<br>Ref. N° · Request | Signature · Unterschrift | Date · Datum |

ILL Form (German)/IFLA Form (French)

# CHAPTER SEVEN

Very little has been written on training for interlending purposes. This chapter includes a list of guides to collections, codes of practice, handbooks, standards and other relevant material.

## Bibliography

### Training, instruction and basic texts

BOUCHER, Virginia. The interlibrary loan interview. Reference Librarian, 1986, (16), 89-95.

BOUCHER, V. The interlibrary loan librarian. Interlibrary and Document Supply 1989, 17 (1), 11-15

CORNISH, Graham P. Model handbook for interlending and copying. Boston Spa, IFLA Office for International Lending in conjunction with Unesco, 1988. ISBN 0 7123 2045 8. (Also available from Unesco in French, Spanish and Arabic).

DUPPER, Marion. Making a video for library instruction. Jagger Journal. 1988/9, (9), 1-5.

EXON, F C A. A preliminary survey of Australian interlibrary lending: a report to the Australian Commonwealth Tertiary Education Committee. Perth: WAIT, Library, 1986. ISBN 0 908155 21 2. (Includes video cassette which is useful as an example of a training video in this specific area).

FERREIRO, David S. The impact of automation on interlibrary loan staffing. In: JACKSON, Mary E. (ed) Research access through new technology. New York, AMS Press, 1989. ISBN 0 404 64001 X, 103-111

IFLA INTERNATIONAL PROGRAMME FOR UAP. Measuring the performance of document supply systems. Paris, Unesco, 1987. (PGI-87/WS/21).

JAROS, Jan. Training endusers/remote users. Journal of Library Administration, 1990, 12 (2), 75-88.

*Library systems evaluation guide: interlibrary loan* volume 6. Powell (Ohio), James E Rush Associates, 1985. ISBN 0 912803 06 1.

LIYAH, H.A. and others *Education and training for agricultural library and information work. Proceedings of the International Conference on Education and Training for Agricultural Library and Information Work, Nairobi, Kenya 7-12 March 1983* Nairobi, Kenya National Association, 1984

ROMER, Gerhard. [Setting the scene for further education courses]. In: ROMER, Gerhard (ed). *Leihverkehr in der Region des Zentralkataloges Baden-Wurttembert: probleme, Erfahrungsaustausch, Anregungen* [1977], 4-8

SHAW, H. Educating the interlenders - a view from the United Kingdom. *Interlending and Document Supply* 1984, 12, (3), 103-105

STONE, S. Quality control in interlibrary loan services: some useful perspectives. In: Ford, G (ed): *Interlibrary lending, practice, politics and prospects proceedings of a seminar of the Library and Information Research Group, London, November 1983*. London, Rossendale, 1984. ISBN 0 946138 04 4, 53-73.

## Codes of practice

### INTERNATIONAL

IFLA OFFICE FOR INTERNATIONAL LENDING. International lending: principles and guidelines for procedure (1987). *Interlending and Document Supply*, 1988, 16 (1), 28-32. Also in *IFLA Journal*, 1988, 14 (3), 258-264. [Available in several languages including French, German, Spanish, Russian, Czech and Arabic]

IFLA OFFICE FOR INTERNATIONAL LENDING. Model national interlibrary lending code. *Interlending and Document Supply*, 1984, 12 (1), 15-17.

*MEZHDUNARODNYI abonement v bibliotekakh sotsialisticheskikh stran ukazatel'* [International lending in the libraries of socialist countries: a handbook]. Moscow, Lenin State Library, 1980.

## AFRICA

### Nigeria

NATIONAL LIBRARY OF NIGERIA. Library cooperation in Nigeria: Phase three: interlibrary lending programme handbook. Lagos, National Library, 1976. ISBN 978 128 011 5 (National Library Publication 36).

### Southern Africa

INTERLENDING manual for Southern African libraries Pretoria, State Library, [?1989]

## EUROPE

### Bulgaria

PRAVILNIK za mezhllolubibliotehcno zaemana v Bulgariya (Rules for interlibrary loan in Bulgaria). Bibliotekar (Sofia), 1988, 35 (6), 41-47

### France

[Instructions for interlending between university libraries, May 1981]. Bulletin, des Bibliotheques de France, 1981, 26 (5), 281-283.

### Germany

[Interlibrary loan regulations for German libraries]. Mitteilungsblatt der Verband der Bibliotheken des Landes nordrhein-Westfalen e.V, 1979, 29 (3), 313-33. Also published in Mitteilungsblatt der Verband der Biblitheken des Landes nordrhein-Westfalen e.V, Sonderheft, 1, 1980.

SINOGOWITZ, B. [The 1979 interlending regulations]. In: SINGOGOWITZ, B and KRATSCH, W. (eds). Die Ordnung des Leihverkehrs in der Bundesrepublik Deutschland. [Organisation of interlending in the Federal Republic of Germany]. Frankfurt, Klostenmann, 1982. (Zeitschrift. fur Bibliothekswesen und Bibliographie Sonderheft 35) 67-83.

SINOGOWITZ, Bernard. *Leihverkehrs-Fibel*. [Interlibrary primer: a concise manual for the practice of interlending in German libraries]. (Bibliothekspraxis 24). Munich, Saur, 1980. ISBN 3 598 221124 4.

GERMAN LIBRARY ASSOCIATION, GERMAN STATE LIBRARY AND THE INSTITUTE FOR INTERLENDING AND UNION CATALOGUES.

Vorlaufiges verfahren im Leihverkehr zwischen Biblioteken der Deutschen Demokratischen Republik und der Bundesrepublik Deutschland (Deutsch-Deutscher) [Agreement on procedures for interlending between the libraries of the GDR and FRG] Leihverkehr: German-German interlending *Bibliotheksdienst*, 1990, 24 (5), 590-597.

## Hungary

PREPOK, F and ROSZA, C. [Importance and legal rules of, as well as experience with, interlibrary lending at the central library of the Sammelweis Medical University School, Budapest]. *Orvosi Konyvtaros*, 1936, 26 (1), 49-61 (Eng summary 62-63).

## Netherlands

*Handleiding voor het leenverkeer*. [Handbook for interlending]. The Hague, FOBID, 1983.

## Scandinavia

STRANDSTROM, M-L. [*Scandinavian interlending handbook*]. Esbo, NORDINFO, 1984. NORDINFO Publications serie 7).. ISBN 87 7303 076 6.

*Bibliotekernes Oplyngsingskontor*. [Revised requesting procedures]. Bogens Verden, 1977, 59 (10), 403-405.

*LANESAMARBEJDE gaeldende retningsliner for folkebibliotekerne*. [Interlending lending: current guidelines for public libraries]. (Drawn up by Bibliotekernes Oplyngsingskontor). Bellerup, Bibliotekscentralens Forlag, 1981.

*[Interlending: principles and recommendations]*. Oslo, 1981. ISBN 82 7195 027 4. (Skrifter fra Riksbibliotekjenesten 19).

### USSR

*Sistema standartov po informatsii, bibliotechnomu i izdatrl'skomu delu: edinaya gosudarstvennaya sistema mezhbibliotechnogo abonementa: obshchie trebovaniya*. [System of standards for information, librarianship and publishing: the unified state-wide ILL system: general requirements.] GOST 7.31-89, 1989

### United Kingdom

ABBOTT, K. Interlending practice: some guidelines for the University. In: *Interlending loan: papers given at the Interlending Loan Seminar held by the University of London Library Resources Coordinating Committee in November 1979*. London, The Committee, 1980, 30-39.

## AMERICA

### Canada

CANADIAN LIBRARY ASSOCIATION. *Interlibrary Loans Committee. Directory of interlibrary loan policies and photocopying services in Canadian libraries*. 3rd ed, Ottawa, The Association, 1984. ISBN 0 88802 183 6.

*CLA/ASTED interlibrary loan code*. Ottawa, CLA, 1981.

*CLA/ASTED interlibrary loan procedures manual*. Ottawa, CLA, 1981.

### USA

BLOSS, M E et al. *Guidelines for union lists of serials*. Chicago, American Library Assoc Resources and Technical Services Division, 1982.

BOUCHER, Virginia. *Interlibrary loan practices handbook*. Chicago, American Library Association, 1984. ISBN 0 8389 3298 3.

FARR, C S B. *The guidelines for making interlibrary loan work in this state*. North Carolina Libraries, 1983, 41 (4), 220-222.

*Illinois Interlibrary Loan Code*. Illinois Libraries, 1989, 71 (2), 140-142.

INTERLIBRARY loan: the key to resource sharing. A manual of procedures and protocols. Juneau (Alaska), Alaska State Department of Education, 1989. (ED 311 935).

Indiana Library resource sharing manual. Indianapolis, Indiana State Library, 1982. (ED 219 062).

KITE, L. Interlibrary loan policies and procedures. Los Angeles, Loyola Marymount University Library, 1983. (ED 246 910).

Model interlibrary loan code for regional, state, local or other special groups of libraries, RQ, 1980, 20 (1), 26-28.

Model and national interlibrary loan codes. RQ, 1980, 20 (1), 25-31.

MOTLEY, Drucilla. Louisiana interlibrary loan code and procedure manual. Baton Rouge, Louisiana Library Association, 1977. (ED 157 531).

SOUTH DAKOTA STATE LIBRARY AND SOUTH DAKOTA LIBRARY ASSOCIATION. South Dakota Interlibrary Loan Code. Pierre (SD), The State Library and Library Association, 1979.

WINCONSIN interlibrary loan guidelines. 3rd edition. Madison (Wisconsin), Wisconsin State Department of Public Instruction, 1985. (Bulletin no 6212). (ED 266 792).

## ASIA

### India

Draft general code for interlibrary loan. IASLIC Bulletin, 1984, 29 (2), 81-85.

### Japan

NATIONAL DIET LIBRARY (JAPAN). Rules concerning international use of library materials in the National Diet Library. National Diet Library Newsletter, 1987, (77), 1-13.

## AUSTRALASIA

*AUSLOAN 2: Australian interlibrary loan manual*. 2nd edition. Library Association of Australia, 1986. ISBN 0 86804 036 6.

## Articles about practices to be followed

### International

LINE, M B. Principles of international lending and photocopying. *International Library Review*, 1977, 9 (3), 369-379.

### Australia

HILL, Michael. Codification of Australian practice. In: VAGO, Judy (ed). *Library interlending conference 1983; proceedings of the Library Association of Australia National Interlending Conference*, 73-73.

### France

PELOU, P. [Cooperation between institutions to formulate a national policy on access to documents]. In: *L'ACCES aux documents primaires. Papers presented at two one-day conferences, organised by the Association Francaises de Documentalistes et des Bibliothecaires Specialistes, Paris, 1980 and 1981*. Paris: La Documentation Francaise, 1981. ISBN 2 11 000742 7, 89-97.

### Germany

TEHNZEN, J. [The interlending rules and the ASpB pamphlet]. In: KAEGBEIN, P. (ed). *Bibliotheken als Informationvermittler: Probleme und Modelle, Frankfurt, Klostermann, 1979*. (Zeitschrift. fur Biblioteksweseu und Bibliographie Sonderheft 28), 105-111.

MUES, E. [New guidelines for regional interlending in North Rhine Westphalia]. *Mitteilungsblatt der Verband der Bbliotheken das Landes Nordrhein Westfalen e.V*, 1984, 34 (1), 44-50.

Hungary

RACZ-NAGY, A. [New regulations on interlibrary loans in Hungary]. Konyvtaros, 1976, 26 (11), 653-657 and 26 (12), 705-708.

Japan

FURUYA, Yasuko. [Construction of a manual for interlending and issues for the future] (in Japanese). Yakugaku Toshokan/Pharmaceutical Library Bulletin, 1988, 33 (1), 75-78.

Norway

[Guidelines for interlending - national and international] (Norwegian). Synopsis, 1984, 15 (4), 47-48. (Compares Norwegian and IFLA guidelines).

Union of Soviet Socialist Republics

TISHUKOVA, N. [A new state standard: a unified state system for interlibrary loan]. Bibliotekar, 1982, (3), 63-64.

USA

FJERESTED, L. Interlibrary loan codes. Journal of the Canadian Library Science Society, 1981, (5), 198-206. (North American codes 1917-1980).

JACKSON, Mary. Library to Library. Wilson Library Bulletin 1988, 63 (4), 84-85. [Codes of practice in Pennsylvania].

SOUTHWICK, N S. Developing an interlibrary loan policy for the David O Mackay Learning Resources Center at Ricks College, Rexburgh, Idaho, governance and management. Fort Lauderdale (FL), Nova University, 1984. (ED 245 704).

## **Special materials and their problems**

Music

Reed, Tony. Universal Availability of Publications and music. Interlending and Document Supply, 1987, 15 (2), 35-42. Reprinted in Fontes Artis Musicae, 1988, 35 (1), 52-61.

DORFMULLER, K and HELL, H. [The requesting of music in interlending]. In: SINOGOWITZ, B and KRATSCH W (eds). *Die Ordnung des Leihverkehrs in der Bundesrepublik Deutschland*. [Organisation of interlending in the Federal Republic of Germany]. Frankfurt, Klostermann, 1982. (Z. fur Bibliothekswesen und Bibliographie Sonderheft 35) 114-118.

KOMMISSION FÜR MUSIKBIBLIOTHEKEN UND DER BENUTZUNGSKOMMISSION DES DBI. Richtlinien für den Musikalien Leihverkehr. [Rules for interlending of music]. *Bibliotheksdienst*, 1990, 24 (4), 470-475.

BUTH, O. Interlibrary loan, the stepchild of the library: a report of the interlending of music in the USA. *Fontes Artis Musicae*, 1986, 33 (1), 86-87.

### Serials

WHIFFIN, J. *Union catalogues of serials: guidelines for operation and maintenance with recommended standards for bibliographic and holdings control*. New York, Haworth Press, 1983. (Serials Librarian 8(1))

### Microforms

JACOB, W. [Microforms and interlending]. In: *Die Ordnung des Leihverkehrs in der Bundesrepublik Deutschland*. [Organisation of interlending in the Federal Republic of Germany]. Frankfurt, Klostermann, 1982. (Z. fur Bibliothekswesen und Bibliographie Sonderheft 35) 121-123.

### Newspapers

BOHRMANN, H. Leihverkehr mit Zeitungen: Veranstaltung der Zeitungskommission des DBI. [Interlending with newspapers: arrangements made by the Newspaper Commission of the German Library Institute]. *Bibliotheksdienst*. 1989, 23 (7), 826-828.

HÖFIG, W and ÜBBENS, W (eds). *Zeitungen in Bibliotheken: Bericht über ein steifkund mit notwendigen Empfehlungen*. Berlin, DBI, 1986. (dbi materialien 49).

HÖFIG, W. [Restrictions on interlending with newspapers]. In: HÖFIG, W and ÜBBENS, W (eds). *Zeitungen in Bibliotheken: Bericht uber ein steifkund mit notwendigen Empfehlungen*. Berlin, DBI, 1986. (dbi materialien 49), 276-283.

HÖFIG, W. [Newspapers in interlending]. In: SINOGOWITZ, B and KRATSCH, W (eds). Die Ordnung des Leihverkehrs in der Bundesrepublic Deutschland. [Organisation of interlending in the Federal Republic of Germany]. Frankfurt, Klostermann, 1982. (Zeitschrift. fur Bibliothekswesen und Bibliographie Sonderheft 35) 110-113.

### Audiovisual

CORNISH, G. Resource sharing and interlending of audiovisual materials: the United Kingdom experience. International Bulletin for Photographic Documentation of the Visual Arts, 1987, 14 (4), 16-20.

CORNISH, G P. The interlending of non-book materials in the United Kingdom: the present and the future. Audiovisual Librarian, 1983, 9 (4), 193-196.

LINE, M B. Access to the nation's resources of non-book materials. Audiovisual Librarian, 1986, 12 (2), 63-68. Reprinted in Line on interlending edited by G P Cornish, 246-254.

McNALLY, P. Universal availability of non-book materials in Australia. Audiovisual Librarian, 1986, 12 (3), 122-132.

NATIONAL LIBRARY OF NEW ZEALAND. Music, sound and video in the National Library, 1986. "Guidelines for interloan of music materials by reference and interloans services" p58.

### Patents

HILL, Michael W. Universal availability of patents. Interlending and Document Supply, 1988, 16 (3), 89-94.

## **Some general international guides**

[No attempt is made here to list national guides to collections. These should be found nationally and regionally and included in any bibliography produced for a training module. This list includes only a few guides which are international in scope.]

BARWICK, Margaret M. Guide to centres of international lending and copying. 4th edition. Wetherby (UK), IFLA Office for International Lending, 1991. ISBN 0 7123 2076 8.

*LIBRARIES, Information Centers and Databases in Science and Technology: a world guide*. 1st edition. Munich, etc, K G Saur, 1984. ISBN 3 598 10533 9.

WEHEFRITZ, Valentin. *International Loan Services and Union Catalogues*. 2nd edition. Frankfurt am Main, Klostermann, 1980. Zeitschrift fur Bibliothekswesen und Bibliographie Sonderheft 17. ISBN 3465 01427 8.

*WORLD Guide to Libraries*. 9th edition. Munich, etc, K G Saur, 1989. ISBN 3 598 20539 2.

*WORLD Guide to Special Libraries*. 2nd edition. Munich, etc, K G Saur, 1990. (2 volumes). ISBN 3 598 22230 1.

### Relevant periodicals

*Interlending and Document Supply*. Published quarterly by the British Library Document Supply Centre, Boston Spa, Wetherby, West Yorkshire LS23 7BQ, United Kingdom. Former titles: *Interlending Review, BLL Review and NLL Review*. Published since 1971. Covers all aspects of interlending worldwide. Its "Miscellany" Section has useful notes on recent developments and acts as the Newsletter of the IFLA Office for International Lending.

*Journal of Interlibrary Loans and Information Supply*. Published quarterly by Haworth Press, 10 ALice Street, Binghamton, NY 13904-1580 USA. Published since 1990. Deals with the more practical aspects of interlending with a heavy North American bias.

## LIST OF ACRONYMS AND ABBREVIATIONS

| | |
|---|---|
| BL | British Library |
| BLDSC | British Library Document Supply Centre |
| CD-ROM | Compact disk read-only memory |
| CLA | Canadian Library Association |
| CURL | Consortium of University and Research Libraries (UK) |
| ICYT | Instituto de Informacion y Documentacion en Ciencia y Technologia (Spain) |
| IFLA | International Federation of Library Associations and Institutions |
| ILL | Interlibrary loan |
| INIST | Institut d'Information Scientifique et Technique (France) |
| ISBN | International Standard Book Number |
| ISSN | International Standard Serial Number |
| JANET | Joint Academic Network (UK) |
| NLC | National Library of Canada |
| OCLC | Online Computer Library Center (USA) |
| OPAC | Online Public Access Catalogue |
| OSI | Open Systems Interconnect |
| PC | Personal computer |
| PICA | Project for Integrated Catalogue Automation (Netherlands) |
| SDI | Selective dissemination of information |
| SRIS | Science Reference and Information Service (UK) |
| TIB | Technische Informationsbibliothek (Hannover, Germany) |
| UAP | Universal Availability of Publications |